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ABSTRACT

The major objective of this survey research project was to estimate the Navy recruitment potential of male, junior college students. The results of a national survey of 807 students that a promising recruitment market exists for officer and enlisted recruiting, including both the active force and the Reserve. A second objective was to determine if the enlistment potential of male, college students varies in terms of common demographic characteristics such as age, education, race, family income, mental ability, etc. There were very few instances of demographic variables being related to enlisted potential or officer potential. A final objective was to determine the relative preference of male, junior college students with respect to alternative recruitment strategies. This involved the evaluation of preferred alternative modes of contact, e.g., the recruiter or the various advertising media. Survey findings document the importance of the recruiter, and suggest promising media and appeals which could be employed in recruitment advertising directed to this target market segment. (NTIS)

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NAVY RECRUITMENT POTENTIAL IN JUNIOR COLLEGES

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Final Report

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The major objective of this survey research project was to estimate the Navy recruitment potential of male, junior college students. The results of a national survey of 807 students suggest that a promising recruitment market exists for officer and enlisted recruiting, including both the active force and the Reserve.

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A final objective of the research was to determine the relative preference of male, junior college students with respect to alternative recruitment strategies. This research involved the evaluation of preferred alternative modes of contact, e.g., the recruiter or the various advertising media. Survey findings document the importance of the recruiter, and suggest promising media and appeals which could be employed in recruitment advertising directed to this target market segment.

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FOREWORD

This research project was supported by the Organization Effectiveness Research Program, Psychological Sciences Division, Office of Naval Research. Since community and junior colleges are a growing phenomenon in our nation, the present study was conducted to estimate the probability that young male, junior college students would join the Navy, either as officers or as enlisted men.

This report presents the results of a primary analysis of data from a sample survey of 807 male students enrolled in a national probability sample of 20 community and junior colleges. Data employed in this research were collected during April and May 1975.

Hay Associates designed the survey, developed the questionnaire and sampling plan, and provided the data analysis specifications. Opinion Research Corporation conducted the field interviews, and coded and tabulated the data. Data tabulations were analyzed and the report prepared by the Survey Research Unit of Hay Associates, Washington, D.C. Dr. Frank B. Martin, Jr. is Director of the Washington Office. Dr. Allan H. Fisher, Jr., served as Principal Investigator. He was assisted by Ms. Linda D. Pappas, Senior Associate, and Ms. Sharon Shepherdson, Research Assistant.

The assistance of the Program Director and Technical Monitor, Dr. Bert T. King was instrumental in performance of the project. Particular assistance was given by CDR John W. Neese, Director, Research Division, Plans and Policy Department, Navy Recruiting Command, and by his predecessor, Lt. Cmdr. S.W. Sigmund.

The research was performed under the Navy Manpower Research and Development Program of the Office of Naval Research under Contract N00014-75-C-0038, NR 170-786.

Milton L. Rock
Managing Partner
Hay Associates

EXECUTIVE SUMMARY

The Junior Colleges

The nation's junior college system is typically considered more complex in mission than the traditional four-year educational institutions. Thus, the junior college is often characterized as providing:

- The traditional first two years of a college education (Freshman/sophomore coursework);
- Vocational coursework of direct job relevance; and
- Adult education including avocational courses.

This rich diversity of purpose provides a broad opportunity for youth to expand their educational and occupational outlook. The past success of the community and junior college system in serving these diverse objectives is evidenced by rapid growth in their student enrollment over the last decade. Junior colleges now enroll 31% of all college students, including an estimated 1,628,000 male students.

In the next decade, junior college enrollment is projected to continue to grow faster than four-year college enrollment. Junior college enrollment will then account for an even larger percent of the total college enrollment -- a projected 35% by 1983. (See Sections I.A.1 and 2).

The Junior College Student in General

The profile of the "typical" junior college student seems attractive in terms of recruitment potential. At present, the "average" junior college student is about 19 years old, from a middle-class background, of medium intelligence, and practical. He is not as self-confident as his peers in four-year college institutions, and he is more of a conformist. (See Section I.A.3).

The Junior College Student in This Survey

Only non-prior service youth under 25 years of age were surveyed in this study. The survey sample was predominantly young (18-21 years old), high school graduates, from middle to upper-income families. They tended to be quite bright. Most are enrolled in college transfer programs, studying for an Associate of Arts degree. Most are full-time students carrying a course load of 4 or more courses. Moreover, the majority have either full-time or part-time employment in addition to their studies. (See Section III. A).

Educational and Occupational Aspirations

Previous research suggests that junior college students are unrealistic in their aspirations (See Section I. A. 3). They aspire to advanced college education and/or to jobs beyond their level of prior training and experience.

In general, the present survey results confirm other research in documenting the extreme educational and occupational aspirations of many of the young, male junior college students. A majority of these students (75%) expect to attend a four-year college. Many of the students (46%) expect to become managers or supervisors. Yet many of the students have not taken steps to implement these objectives. Thus, their goals may be unrealistic. (See Section III. B).

Recruitment Potential

In spite of the above cautions, the results of the present survey indicate that male, junior college students are a promising recruitment market. These youth tend to be favorable or neutral toward military service -- holding much more favorable attitudes toward military service than did college youth of the early 1970's.

The following rates of intention-to-join or enlist were found:

- The Active Duty Enlisted Force (10%);
- The Active Duty Officer Force (13%);
- The Reserve/National Guard (11%).

These results are equivalent to, or higher than, rates obtained from comparable categories of civilian youth in previous attitude surveys. The rate for joining the enlisted force is particularly favorable for youth beyond high school. However, very few of the junior college students had plans to join the Armed Service immediately after leaving college. Even those who plan to enlist expect to join "at some time in the future," as opposed to the next six months or year.

Junior college youth enrolled in college transfer (academic) programs had a higher rate of officer recruitment potential (15%) than did youth in occupational programs (7%). This finding supported an hypothesis of differences in recruitment potential as a function of program emphasis (college transfer or occupational). But contrary to this hypothesis, there were no differences in intention-to-join the active duty enlisted force or the Reserve, as a function of program emphasis. Indeed, few demographic correlates were found; mental ability (only) was related to intention-to-join the active duty enlisted force. Aside from program emphasis (and one other variable), none of the demographic variables studied were related to officer recruitment potential. However, differences in recruitment potential by race, family income, employment status and mental ability were found for the Reserve/National Guard. (See Section III. C.)

Reasons for Enlistment

The most popular reasons for enlisting were: (1) choice of branch of service; (2) learning a trade or skill applicable to civilian life; and (3) the opportunity for special professional/technical training. The most popular reasons for Reserve affiliation were (1) educational benefits; and (2) training in skills that can be used in civilian life. These findings agreed with the results of previous civilian youth attitude surveys. (See Section III. D.)

Incentives and Navy Programs

Each youth was asked questions that explored the appeal of various incentives to enlistment in the Navy. The questions addressed two areas:

- Existing/potential incentives to enlistment; and
- Selected Navy recruitment programs (officer and enlisted).

The most popular incentives included the G. I. Bill and a hypothetical early-release option. The most popular Navy recruitment programs were NROTC programs for officers.

However, caution in the use of these findings was recommended. It had been hypothesized that an awareness of these programs and incentives would make the military service more attractive to junior college youth. The hypothesized shift in attitude did not occur. (See Section III. E).

Recruitment Considerations

Various aspects of the recruitment process were examined to assist in the development of strategies for recruiting male junior college students. Specifically, the research examined:

- Past exposure to military information; and
- Student preferences in recruitment.

The majority of the sample reported some exposure to military recruiting information through the media and/or some other form of contact with the military services. One-third reported some contact with a military recruiter, and 31% reported contact with a Navy recruiter.

More students preferred to talk to a Navy recruiter (54%) than read Navy recruiting literature (26%). Some 35% expressed a preference for talking to a recruiter who is an enlisted man; 31% preferred the recruiter to be an officer. (See Section III. F.)

Advertising Considerations

The more promising military recruitment themes or appeals for junior college students involve the choice of branch of service, educational opportunities, travel, and to a lesser extent, military cash and noncash compensation (benefits, retirement policy, etc.).

The junior college youth report exposure to a variety of media, including magazines, newspapers, television, and radio. The frequency of watching TV and the readership of flying and aircraft magazines were related to enlistment potential.

The major job and career influences were the parents and male peers of the junior college student. Youth who plan to enlist were more likely to mention as influences their mother (75%) than their father (55%); and their male peers (58%) than their girlfriends (35%). (See Section III.G).

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I. INTRODUCTION

One of the essential requirements in recruitment research is current information about those segments of the population most receptive to recruitment efforts. Such information is needed to support decisions with respect to media selection and message content in advertising, as well as recruiter placement and training.

The male junior college population appears to be a promising recruitment source for several reasons. First, there are a large number of male civilian youth in attendance at community and junior colleges. Second, the recruiter is permitted to enlist the junior college student, in contrast to a regulation which precludes enlisting youth still in high school.[1/] Third, since the locations of community and junior colleges are known, and finite (about 1000), prospecting for youth in these schools may be much simpler than attempts to recruit youth who are out of school.

Finally, the heterogeneity of the student body enrolled in community and junior colleges presents another apparent recruitment opportunity. Some students are enrolled in programs with an emphasis on vocational or technical training. Such youth would seem excellent candidates for enlisted recruiting. Other students are enrolled in academic (college transfer) programs designed to prepare them for entrance into a four-year college. Such youth would seem excellent near-term candidates for officer recruiting. Since many of the youth live at home, they would seem to be potential candidates for the National Guard.

1/ Personal Communication: Dr. A. H. Fisher, Jr. (Hay Associates) and LCDR S. W. Sigmund (Navy Recruiting Command), 19 March 1974.

The above hypotheses were evaluated in this research.

The major objective of the research was to estimate the Navy enlistment potential of male, junior college students.

A secondary objective of the research was to determine if the enlistment potential of male, junior college enrollees varies in terms of demographic characteristics. Since junior college enrollees are relatively heterogeneous in comparison to enrollees at four-year colleges and universities, research was performed to determine if enlistment potential varied by the status of junior college respondents on parameters such as educational program emphasis (vocational or academic), mental ability, race, and other demographic variables.

A final objective of the research was to determine the relative preference of junior college youth with respect to alternative recruitment strategies. This research involved the evaluation of preferred alternative modes of contact, e.g., the recruiter or the available media. It also included the study of specific Navy programs and generic reasons for enlistment, as well as motives for college enrollment which might be employed as themes or appeals in Navy advertising and recruitment.

The research involved the following approaches:

- Review of the literature
- Discussions with educational experts
- Personal communication with the administrators of 20 community and junior colleges nationwide
- A sample survey of male, junior college students

The outcome of this research is a comprehensive body of information on the extent to which it is desirable for the Navy to emphasize the recruitment of male enrollees in U.S. community and junior colleges. The literature review and discussions with educational experts and college administration officials provide an important prospective on the survey findings.

I.A. COMMUNITY AND JUNIOR COLLEGES

1. Mission and Objectives

The nation's community and junior college (two-year) system is typically considered more complex in mission than the traditional four-year educational institutions. Thus, the two-year college is often characterized as providing:

1) The traditional first two years of a college education (freshman/sophomore coursework);

2) Vocational or occupational coursework of direct job relevance; and

3) Adult education including avocational courses.

An historic perspective is useful in evaluating the origins of this complex of educational goals.

History

Since the early part of this century, the nature of the community and junior college system has undergone a series of changes in response to changes in the educational needs of society. In particular, the history of the community and junior college system reflects a continuing conflict between the academic and the vocational responsibilities of these colleges.

At the beginning of the century, the community junior college was operating as part of the public secondary school system. Its objectives were solely academic. Thus, the junior college was originally established to provide the first two years of a four-year educational process. William Rainey Harper, former President of the University of Chicago, was interested in separating lower division undergraduate work from upper division undergraduate work. Under his direction, a system of junior colleges was established in Chicago before the turn of the century. The colleges were attached to private or public high schools. Thus, the initial objective of the two-year college was academic--to prepare high school graduates for upper divisional college studies.

After World War I, two-year colleges began to identify as separate institutions, and to provide both college transfer programs and occupational education. Occupational programs were developed in the junior colleges to address immediate, practical needs. Such programs were initiated as a reaction to the Depression and as a result of the Smith-Hughes vocational education legislation in the 1920's. The shift in the economy of the nation from rural-agricultural to urban-industrial also created the need for professional training. Nonetheless, the junior college movement remained minor. Enrollment in the late 1930's was only approximately 120,000 students. Enrollment increased to 150,000 by 1940, but then decreased to less than 100,000 during World War II.[1/]

World War II created a new and expanding set of demands for the junior college. Returning military personnel needed to be retrained and the G. I. Bill of Rights (P. L. 16) guaranteed fulfillment of these educational needs. By 1946, junior college enrollment reached 156,000 and increased to 240,000 in 1948.[2/] The two-year junior colleges received the spill-over of students from four-year colleges. By 1945, the public junior colleges had grown to the point where they enrolled over 10% of the total college enrollment (Medsker and Tillery, 1971).

The rapid growth of community and junior colleges has continued into the 1960's and 1970's. Two large sources of federal income were available to junior colleges in 1962 and 1963 to ensure vocational training -- the Manpower Development and Training Act of 1962 ($435,000,000) and the Vocational Education Act of 1963 ($450,000,000). This funding accelerated the development of new occupational programs. Further, the rapid growth in college enrollment in the 1960's caused many states to expand the academic (college transfer) programs in their junior colleges. There are now approximately 1000 community and junior colleges across the nation, serving over 3 million students.

1/ Historical Statistics of the U.S.: Colonial Times to 1957, U. S. Department of Commerce, Bureau of the Census, Washington, D. C., 1961, p. 210.

2/ Ibid.

The Identity Crisis

One of the prominent aspects of the community and junior college system is the continued diversity of its mission. Although some colleges tend to specialize, many of the colleges provide occupational training, adult education, and college transfer programs. Hence, the expectations of various parties with respect to the mission of the colleges are quite different. The Report on Higher Education, to the Department of Health, Education and Welfare, March 1971, describes the dilemma of defining the junior college mission:

> Academic leaders in four-year colleges and universities see them (the junior colleges) as buffers which will allow their institutions to preserve their "academic integrity" ... High school officials see them as institutions which can relieve high schools of the burden of preparing students for meaningful careers. The public sees them as fulfilling a major social commitment to educational opportunities for all - without realizing that the majority of college students never complete their course of study (Newman, 1971, p. 60).

It will be a tribute to the administrators of the community and junior colleges if they can indeed satisfy this diversity of expectations. The past success of the community and junior college system in serving these differing objectives is evidenced by the rapid growth in enrollment over the last decade. This growth is discussed in the following section.

2. Current Enrollment and Projected Growth

Enrollment

Although enrollment estimates vary by source, there is general agreement that the community and junior colleges enrolled over 3,000,000 students in 1974.[1/] The U.S. Office of Education (USOE) projects that 3,005,000 students were enrolled in two-year institutions through the fall of 1974 (31% of the total college enrollment). The American Association of Community and Junior Colleges (AACJC) reports a higher figure (3,527,340). The primary reason for the difference in estimates is that AACJC includes all branches of an accredited community college system, even if branch campuses are not separately accredited. In contrast, the USOE recognizes fully-accredited branches only.

The majority of students in two-year colleges are male. According to the USOE, 54% (1,628,000) of the total two-year enrollment are male, and 46% (1,377,000) are female. According to AACJC 1974 statistics, 53.2% of the junior college enrollments are male, and 46.8% are female.

There are approximately 1000 two-year college institutions. The AACJC has 1,155 two-year institutions in their 1975 Directory[2/] and the USOE has 1,004 two-year institutions in their 1974 Digest of Educational Statistics.[3/]

Past Growth

Since 1963, junior college enrollment has been increasing at a faster rate than four-year college enrollment. From 1963 to 1973, enrollment in four-year institutions increased 70%, while enrollment in two-year institutions increased by 246%, according to USOE. AACJC reports a 280% increase in junior college enrollment over this same period.

1/ The total enrollment in two-year and four-year institutions through the fall of 1973 was 9,519,830; 5,326,040 (56%) male; 4,193,790 (44%) female.

2/ 1975 Community, Junior, and Technical College Directory. American Association of Community and Junior Colleges, Washington, D.C., 1975.

3/ Digest of Educational Statistics, 1974 Edition. U.S. Department of Health, Education, and Welfare, Washington, D.C., 1975.

Projected Growth

In the next decade (1973-1983), junior college enrollment is projected to continue to grow faster than four-year enrollment. During this period, both junior colleges and the four-year colleges will experience a considerable decrease in their rate of growth in enrollment. Nonetheless, junior colleges are still projected to have a 21% increase from 1973-1983 while four-year colleges are projected to have only a 3.2% increase in enrollment between 1973-1983.

In terms of numbers, the Office of Education projects that by 1983 there will be 6,827,000 students in four-year colleges and 3,623,000 students in two-year colleges. Junior college enrollment will then account for a larger percent of the total college enrollment than it does now -- 35% in 1983 compared to 31% in 1974. Figure 1 illustrates enrollment by sex in two-year and four-year institutions from 1963 to 1984.

ENROLLMENT BY SEX IN TWO-YEAR AND FOUR-YEAR INSTITUTIONS

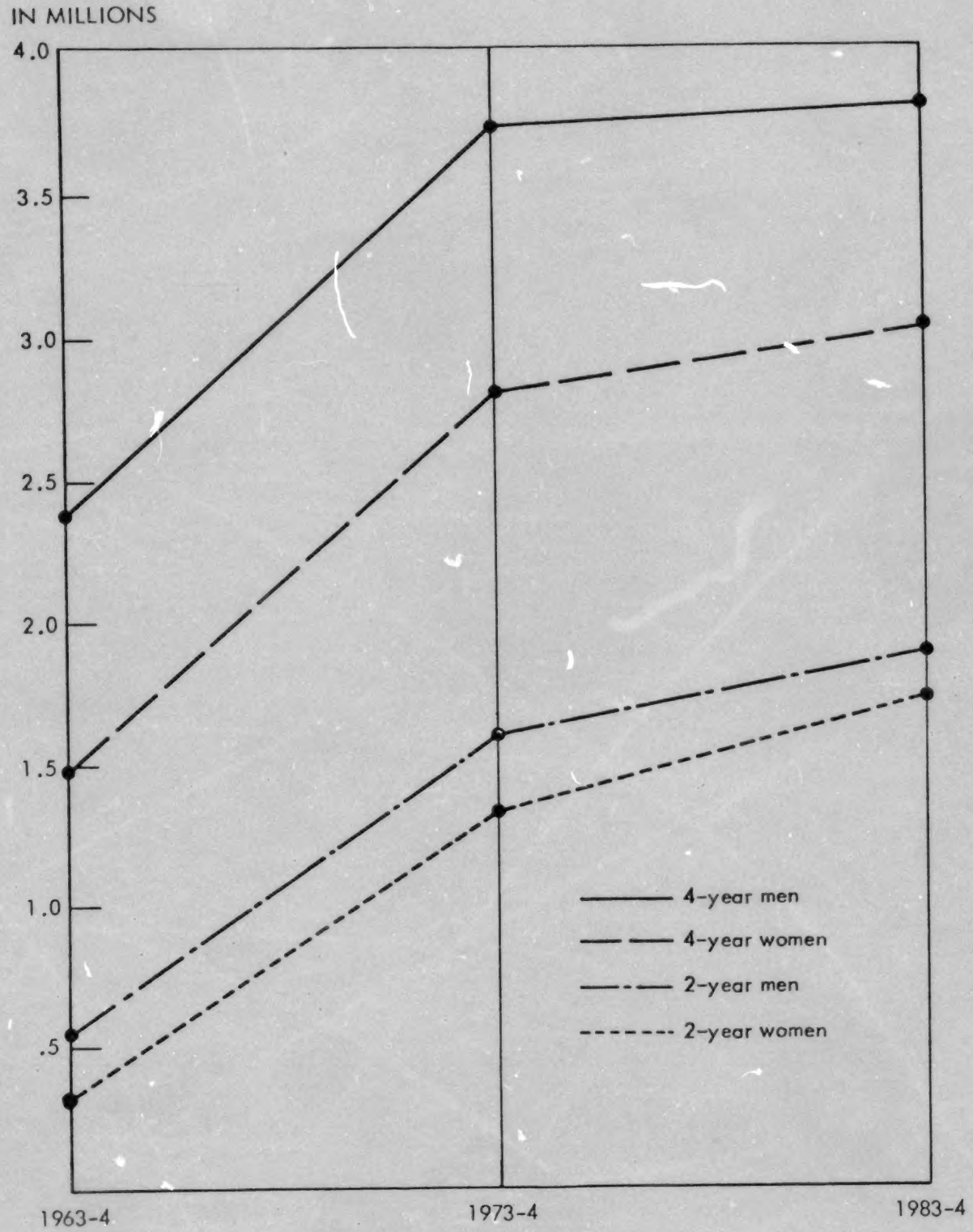

FIGURE 1

Source: Digest of Educational Statistics, 1974 Edition. U.S. Department of Health, Education, and Welfare, Washington, D.C., 1975.

3. Composition of the Student Body

Of the 3,527,340 students enrolled in the community and junior colleges in October 1974, AACJC estimates that 57% attend part-time (less than 12 semester hours a term), while 43% are full-time students (AACJC, Fact Sheet, April 1975). First-time junior college students constitute 58% of all first-time college students (AACJC, Junior College Student Personnel Programs, 1967, p. 9).

In evaluating the recruitment potential of junior college students, it is desirable to consider their composition in terms of additional pertinent demographic characteristics, i.e., age, aptitude, socio-economic status, etc. Since 1960, numerous studies have been conducted to collect demographic and psychographic data on junior college students, Medsker and Trent (1965), Astin et al (1967), Cross (1968, 1972), Medsker and Tillery (1971), Bushnell (1973).

This section presents selected results in an attempt to provide a "profile" of the junior college student. Note that in many instances this research was done on only full-time students, and hence is not representative of the entire student body. However, the limitation is not severe for purposes of the present study, since the goal of this study is to assess recruitment potential for a subset of all junior college students -- the younger male student (who is more likely to be a full-time student).

Detailed Survey Findings

The following detailed findings are applicable to full-time students only.

1. Age

The majority (65%) of full-time male junior college students are 20 years of age or less. However, the number of older students attending junior colleges is increasing---although they remain in the minority. In 1967, 91% of entering freshmen (men and women) were 18-20 years old. By 1971, 74% of the students fell within this range. Students 21 years and older constituted only 7% of the population in 1967. By 1971, 26% were 21 years or more. This finding contrasts with the four-year college population, where only 2% are 21 years or older (Gleazer, 1973, p. 10).[1/]

The increase in older students reflects increased enrollment in vocational education programs. In contrast, younger students are more likely to be enrolled in college transfer programs.

2. Marital Status

Almost 80% of the students attending community junior colleges full-time are single (Bushnell, 1973, p. 22). However, the percentage of married students increases as the average age of the community college student rises.

3. Race

Bushnell cites 1969 data from the Bureau of Social Science Research to indicate that 9% of the students surveyed were minority members. The American Association of Community and Junior Colleges estimates 14.9% minority enrollment in public two-year colleges and 9.8% minority enrollment in private two-year colleges (AACJC, Fact Sheet, April 1975). Another sample based on the ACT Assessment Student Profile Section reported 14% minority enrollment in junior colleges in 1970 and in 1972 (Fenske and Scott, 1972).[2/]

1/ Project Focus was a 1971 study conducted by the American Association of Community and Junior Colleges. The Project used the 1970 AACJC Directory statistics for the Continental U.S. and included a stratified sample from 956 community colleges. Two major publications on junior colleges were based on the Project Focus data: Bushnell (1973); and Gleazer (1973).

2/ A frequently quoted study listed 31% minority enrollment in 1971 (Bushnell, 1973). However, this estimate is at variance with the results of other researchers.

4. Socioeconomic Status

Student socioeconomic background is considered important in understanding both the academic motivation and the interest patterns of the student. Monroe (1972) has described the average community college student in terms of Hollingshead's Classes III and IV groups:[1/]

> The typical community college student in large urban centers are the children of third-generation Americans of European background who have become skilled laborers, low-level supervisors, and industrial managers, and who have aspirations that their children will become the first college graduates in their families (p. 185).

The Project Focus data (1973) supports Monroe's description. Thirty-one percent of the students listed their parents' occupation as skilled or semi-skilled. The next highest percentage (16%) is in the "Manager or Executive" category.

5. Parents' Education

The educational attainment of the parents of junior college students is as follows: Over half of the fathers had a high school education, and 30% had some exposure to college. The mother's educational background generally paralleled that of the fathers. (Bushnell, 1973, p. 13).

6. Income

The majority (90%) of junior college students in a 1971 survey were from medium income ($5,000-$14,999) and high income ($15,000+) families (Bushnell, 1973, p. 29). Only 10% came from families earning less than $5,000.

1/ Class III is made up of "small businessmen, clerks, white-collar workers, teachers, other less important professionals and skilled workers, especially those in the low management and supervision positions." Class IV persons are the "skilled and semiskilled workers who are the backbone of the labor unions."

Although few students reject college because of cost alone, 46% of junior college students surveyed in the SCOPE Questionnaire[1/] stated that cost was an important factor in their choice of colleges.[2/] Three major studies report that half of junior college students work part-time while attending college, i.e., the studies of Knoell and Medsker, Medsker and Trent, and Tillery, as reported in Cross (1968). The 1967 American Council on Education study found that two-year college students tended to depend on employment and personal savings, while four-year students generally utilized scholarships, parental aid, or federal loans (Cross, 1968, p. 20). Another 1967 study[3/] reported that 63% of junior college students were working while attending college (Cross, 1968, p. 20).

7. Residence

About 60% of junior college students live at home (Fenske and Scott, 1972). Further, the majority of junior college students live within 10 miles of their college (under 30 minutes travel time) and study at home. The average junior college student spends very little leisure time at school, hence his contact with the college is primarily restricted to classes (Baird et al, 1969, p. 65).

1/ The SCOPE (School to College: Opportunities for Postsecondary Education) Project funded by the Center for Research and Development in Higher Education at Berkeley and the College Entrance Examination Board was a six-year study to determine how, when, and why students make decisions about college. They surveyed 90,000 high school students from California, Illinois, Massachusetts, and North Carolina in 1960. See Cross, 1968, p. 25.

2/ A comparative analysis of costs of attending two-year and four-year colleges revealed that two-year colleges are cheaper in terms of total expense (tuition and fees, room and board). The cost is particularly minimal for junior college students who live at home. Source: The Digest of Educational Statistics, 1974 Edition.

3/ The 1967 data from the Biographical Inventory of the College Entrance Examination Board's Comparative Guidance and Placement Program. See Cross, 1968, p. 20.

8. Academic Characteristics

Most research places the junior college student between the high school graduate and the four-year college student in abilities:

> Nonetheless, the generalization can be made that junior college students have about the same aptitude level as a cross-section of high school seniors and as a group are markedly lower in academic potential than the students who directly enter four-year institutions (AACJC, Junior College Student Personnel Programs, 1967, p. 10).

Data to support this generalization is given by Cross (1968). An Academic Ability Test (AAT) was given to high school seniors in Spring 1967. The students were then followed-up to determine their status in the Fall: non-college, junior college, or four-year college. Of those attending a four-year college, 71% scored in the top third on the AAT. In contrast, only 36% of the seniors attending a junior college scored in the top third. Of the seniors who did not go to college, 16% scored in the top third on the AAT.

Junior colleges draw more students from the middle range of ability and less from the upper and lower extremes (Ebel, 1960, p. 177). Even so, more students come from the top half than from the lower half of their high school class (Gleazer, 1973, p. 12). On the College Qualifications Test (CQT), junior college freshmen placed near the 25th percentile for four-year college freshmen (Seashore, 1958, p. 148).

Seventy percent of full-time junior college students were in high school just prior to attending college; 17% were employed (Baird, et al, 1969).

9. Educational Aspirations

Most junior college students aspire to at least a bachelor's degree. The rate for males was estimated as 83% by Bushnell and Zagaris (1972, p. 18-19). About 60% of the students in another study stated plans to transfer to a four-year institution (Baird et al, 1969). The 1969 survey posed

the question "What is your major purpose while attending college?" The findings were:

- Transfer to four-year institution 58.3%
- Increase General Knowledge and Level of Education 24.0%
- General Preparation for Employment 11.8%

(Baird et al, 1969, p. 52)

There is some evidence that a vast difference exists between the educational aspirations of junior college students and their academic performance. Only a minority of the students who plan to continue their college education actually do so. The same investigators discovered that of the students who plan to transfer, only one-third had been accepted, one-third had not sent for applications, and one-fourth had grade point averages of less than a C (Baird et al, 1969, p. 60).

The question then arises that if these students are not serious about transferring to a four-year college, why are they enrolled in these two-year colleges. When asked "What is your most important goal in attending college?" 45.5% of second-year junior college students responded "To Secure Vocational/Professional Training," and 33.2% answered "To Develop My Mind and Intellectual Abilities." Cross describes the educational goals of the two-year students as the following:

> Fundamentally, these New Students...are swept into college by rising educational aspirations of the citizenry. For the majority, the motivation for college does not arise from anticipation of the job of learning the things they will be learning in college, but from the recognition that education is the way to a better job and a better life than that of their parents...(Cross, 1971, p. 26-27).

This research suggests that junior college students are primarily seeking a way to secure a good job -- perhaps just a mark better than they could find without this training. In general, their goal in attending junior college does not seem to be learning for the sake of knowing. Instead, it appears that the knowledge they attain will be applied to improving their employment status or opportunities.

10. Personality Characteristics

One major reason for the discrepancy between educational goals and actual attainment may be the nature of the junior college student personality. Cross concludes that:

> ...intellectual dimensions sharply differentiate junior college students, as a group, from senior (four-year) college students. The junior college student is less able - on our present tests; he is less intellectually oriented - on our present measures; and he is less motivated to seek higher education - in our traditional colleges (Cross, 1968, p. 60).

Cross found the junior college student to be an individual who may be postponing major decisions about college or career. He is less convinced about the worth of the four-year college degree, more practical about the way the world works, less intellectual, less humanitarian and less idealistic than his four-year counterpart.

Junior college students are less self-confident about their academic skills. In fact, one-third of transfer program students stated that they felt unprepared for four-year college work. Community college students were less sure than four-year students about their academic ability, drive to achieve, leadership ability, mathematical ability, intellectual self-confidence, and writing ability (Cross, 1968, p. 26).

Some junior college students may be using their junior college experience to help make decisions about college or employment. In the SCOPE Project, many junior college students indicated poor counseling in high school and less parental encouragement than did those students attending four-year colleges. The SCOPE Project concluded that junior college students are much more likely to make their decision on college either late in their high school years or after high school graduation than

four-year college students.[1/] Medsker and Tillery discovered that as a group, junior college students report much less discussion with friends, parents, and others about college than did their peers in four-year colleges (Medsker and Tillery, 1971, p. 45).

Robert Abbas (1968) used the Gordon Survey of Interpersonal Values to measure and compare two-year students to four-year students. He concluded that both two-year transfer and two-year terminal students valued the concept of conformity to a greater degree than four-year students. On the leadership scale, four-year students scored significantly higher than junior college transfer students. There were no significant differences between junior college transfer and junior college terminal (occupational) students (Abbas, 1968, p. 5).

Summary

In many ways, the previous profile of the junior college student seems attractive in terms of recruitment potential. At present, the "average" junior college student is about 19 years old, from a middle-class background, of medium intelligence, and practical. He is not as self-confident (or as liberal) as his peers in four-year college institutions, and may need more immediate guidance and counseling while in school. He aspires to transfer to a four-year college, but may need additional academic or emotional growth. He lives near his community college and studies at home 60% of the time. He is apparently easily deterred from his college transfer goal, perhaps by a good work opportunity.

However, certain cautions are advisable. This profile of the junior college student stems from research of the 1960's and early 1970's. The majority of these studies do not include part-time adult students -- i.e.,

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1/ The SCOPE Questionnaire asked high school seniors how interested their parents were in having them continue their education beyond high school. The results were: "Wants me to go for sure" - 55% - Junior College; 66% - four-year college; "Encourages but does not insist" - 26% - Junior College; 20% - four-year college (Cross, 1968, p. 17).

an estimated 57% of the community college population. There is also a paucity of information about the part-time student enrolled in vocational programs. Consequently, our knowledge of junior college students is restricted to those who attend full-time and aspire to an Associate of Arts (A.A.) degree or an occupational certificate.

Also important is the fact that these data may not be descriptive of the future junior college student. These future ("new") students are projected to be older, less prepared for traditional college work, more occupation-oriented, and more in need of good counseling. There will also be more women, more minorities, and more adults in junior colleges in the next ten years.

Nonetheless, the community and junior colleges of the future will continue to enroll large numbers of male youth of appropriate age and aptitude for military service. The remainder of this report presents estimates of the likelihood that these students would be interested in the military service as a competing alternative to a civilian occupation and/or continued college education.

I.B. THE RECRUITING PROBLEM

The recruitment of college students has been a problem in the recent past. In the periodic Gilbert youth attitude surveys, the college student segment has been quite negative with respect to their attitudes toward military service (Fisher, 1972A).[1/] Indeed, a reanalysis of the 1971 to 1973 Gilbert data suggests that high school seniors who are college-bound are also less likely to plan to enlist than are their peers who do not plan to continue their education beyond high school (Goral and Lipowitz, 1974). The rates of enlistment potential were: (1) college students (about 5-6%); (2) high school seniors continuing their education (about 13%); and (3) high school seniors not continuing their education (about 23%).

The recent negativism of college students toward the military may be attributed to a variety of factors: the draft; the Vietnam conflict; the desire to "do one's own thing", etc. The cessation of the Vietnam conflict, coupled with termination of the active draft, has presumably reduced the negativism of these students. The recent increase in unemployment also creates the need for college students to examine alternative employment possibilities, including the military service.

Students enrolled in two-year colleges appear to be a promising potential recruitment market, as evidenced by the demographic and attitudinal data reported in the previous section. However, there is only limited data in the recruiting literature which permits an assessment of the hypothesis that male, junior college students are indeed an important target market for recruitment efforts. Only one survey of exclusively junior college students has been conducted. The objective of the study was very limited -- it was a preliminary study of enlistment incentives only, not of enlistment potential (Korman et al, 1973).

1/ This segment was in general much more representative of youth in four-year colleges than it was of youth in junior colleges.

It is also possible that students in two-year colleges are more favorable toward military service than students in four-year colleges. Data are not available to test this hypothesis. The Gilbert youth attitude surveys sponsored by the DoD from 1971 to 1974 treat all college students (two-year and four-year college students) as one undifferentiated segment for reporting purposes (Fisher, 1971; Fisher, 1972A; Fisher, 1972B; and Fisher and DiSario, 1974A). They only incidentally include junior college attendees in their sample.[1/]

However, the Gilbert data may be reanalyzed to offer some indirect indications of the enlistment potential of the junior college student. Multivariate analyses of the results from the two 1972 Gilbert surveys showed that two categories of actual (or potential) junior college youth had relatively high rates of enlistment potential, at least in comparison to full-time college students.[2/] Among full-time college students, the rate of enlistment potential was only 5%, the lowest rate noted. But among other youth groups which may include junior college attendees, the rates were much higher. For example, the rate of enlistment potential among college students with full-time jobs was 11%. The rate of enlistment potential was 21% among youth, aged 16 to 19, who were currently not-in-school. This category may include potential junior college attendees.

1/ In initial surveys, no distinction was made between junior college students and students at four-year colleges, e.g., the May 1971 Gilbert youth attitude survey and the 1971 Army surveys of enlistment potential. Even when the distinction between two-year colleges and four-year colleges was added, the sample size for the junior colleges was inadequate from a statistical standpoint. The typical sample size is only about 150 cases per survey.

2/ Personal communication: Dr. A.H. Fisher, Jr. (Hay Associates) and Captain W. J. Loggan (Navy Recruiting Command), 6 March 1974.

A reexamination of the junior college student as a recruiting market is deemed timely. It is possible that a substantial market exists, given appropriate recruitment and advertising activities. The present study is designed to provide the information necessary to:(1) estimate the size of the pool of manpower predisposed to enlist; (2) identify those categories of men with differential enlistment potential; and (3) evaluate alternative strategies for the recruitment of men in this growing segment of the civilian youth population. In total, this research is intended to provide information needed by the Navy Recruiting Command in decisions with respect to the advisability of recruiting these youth and, should recruitment appear desirable, in the formulation of policies and procedures for the successful recruitment of this source of manpower.

II. METHOD

II. A. QUESTIONNAIRE

Content

The questionnaire was developed jointly by Hay Associates, Opinion Research Corporation, the Office of Naval Research, and the Navy Recruiting Command.[1/] The following areas of content were included.

Intention-to-enlist was the major topic studied. For comparison purposes, the questionnaire contained a basic set of key questions on enlistment propensity for which normative data exist from the periodic DoD youth attitude surveys.[2/] These questions assessed willingness to enlist as a Regular (or a Reserve), or to join the Service as an officer. They also included items on the anticipated timing of enlistment and service preference.

A variety of questions were used to assess the potential effectiveness of various recruitment strategies. These questions explored: (1) motivations for enrollment in junior college; (2) reasons for enlistment; (3) media exposure; and (4) recruiter contact. Each topic is discussed below.

Questions were included to assess motivations for junior college enrollment. Two major options exist: (1) vocational (occupational) training; and (2) college training or preparation. Approximately half of current enrollees reportedly claim to attend junior colleges for each reason.[3/] A variety of questions were used in classifying students as enrollees in college transfer or occupational programs.

1/ Captain H.E. Darton, Assistant for Advertising Coordination, Commander J.F. Neese, Commander T. Siple, Lt. Commander S. W. Sigmund of the Navy Recruiting Command (NRC), representatives of Grey Advertising (Mr. Charles Molony) and the Small Group (Mr. Bob Tate) provided guidance to the contractor in the questionnaire development.

2/ These questions were employed for two reasons: (1) the questions had been adequately tested in previous studies; and (2) the results of the present survey could be compared to the results from previous surveys of other youth segments.

3/ Personal communication: Jack C. Gernhart (American Association of Community and Junior Colleges) and Dr. A.H. Fisher, Jr. (Hay Associates), 28 March 1974.

Reasons for enlistment in the Navy were asked in the questionnaire. These reasons included the standard reasons employed in DoD research (to qualify for the G.I. Bill, the opportunity for advanced education and training, for increased maturity and self-reliance, etc.). These reasons were supplemented by the results of recent research on incentives to enlistment, including the opportunity for self-determination or fate-control (Korman et al, 1973; and Fisher et al, 1974 B).

Questions were included to assess media exposure. These questions determined the extent to which junior college students are exposed to magazines, newspapers, posters, billboards, radio, TV, and other sources of information of current or potential use in advertising.

Questions were designed to determine the best approaches for recruiter contact. Would the youth prefer to talk to an enlisted recruiter, or to an officer recruiter? Should the recruiter contact occur at school or away from school? Should the initial contact be by mail or in person?

One of the most unique aspects of the questionnaire was the inclusion of a short test to provide an estimate of verbal ability. This short-form mental ability test has a correlation of +.75 with the long form of the Navy Basic Test Battery (BTB). The short-form of the test was used in a previous survey (MTRI, 1973).[1/]

Finally, the questionnaire included an extensive series of demographic questions to help in the interpretation of answers to the above questions. Demographic items assessed respondent age, race, years of completed education, course load (full-time/part-time), school status (freshman/sophomore), marital status, employment status, family income, and other parameters. The current educational emphasis of the respondent was assessed (vocational or academic). Also, the current residence

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1/ Previous military recruitment surveys that have attempted to assess the respondent's mental ability have used reported high school grades.

of the student was determined (live at home/live at school; if live at school, resident of the area?). These variables were included to help NRC determine the extent to which junior college youth would be identified in normal prospecting of area high school students, as opposed to requiring a system geared to junior college enrollment.[1/] The questionnaire also included a variety of items on the educational and occupational aspirations of the student, i.e., competing alternatives to military service.

Revisions

The initial version of the questionnaire underwent four revisions before the final product was obtained. Those participating in the revision process were Hay Associates, ONR, ORC, Grey Advertising and the Small Group. Examples of changes to the questionnaire were the deletion of the "draft" as a reason to enlist; the addition of more items needed to obtain detailed advertising media information including the use of the term "black-oriented" magazines, and the addition of a question on the number of dependents.

Extensive development of items on educational status (vocational or college transfer) was required as a result of a literature review and personal communication with experts at the U.S. Office of Education and the American Association of Community and Junior Colleges.

Format

The survey questionnaire contained a total of 86 items. These items included 7 open-ended questions and 79 structured (pre-coded) questions including the mental ability test.[2/]

Pretest

Prior to administration in the field, the questionnaire was pretested to ensure that the questions were unambiguous, the format easily followed, and the directions clear. The pretest was also done to estimate the time required per interview.

1/ If the local (high school) prospecting approach is adequate to reach the majority of junior college attendees, this finding would simplify recruiting efforts, i.e., the Navy could use ASVAB scores to identify promising area students.

2/ The final questionnaire is reproduced in Appendix A.

II. B. SAMPLE

This sample was designed to provide a national sample of male community and junior college students judged eligible for service in the Navy. The sample design was multistage: (1) the first stage involved the selection of junior colleges; and (2) the second stage involved the selection of students.

College Sample

The first stage of the sampling design was a selection of colleges. The 1974 Community and Junior College Directory was used for the population frame. This directory is published annually by the American Association of Community and Junior Colleges and hereafter is referred to as the AACJC Directory.

The schools were selected in the following manner. Schools with exclusively male enrollment or coeducational enrollment were included in the sample. Schools from each state in the continental United States (excluding Alaska, Hawaii, Washington, D. C.) were included.

Each state was ordered geographically, from Northeast to Southwest. Using the latest available information from the AACJC Directory on college enrollment, all colleges were first listed by the state in which they are located and then listed alphabetically within each state. A national probability sample of 20 colleges with the probability of selection proportional to size of school enrollment was then drawn from the list of colleges.[1/]

1/ Further details of the sampling procedure appear in Appendix B.

Student Sample

The selection of students which occured in the second stage of the sample design was completed as follows:

1. A survey was made of pedestrian traffic patterns on the selected college campuses.
2. Interviewers selected a finite number of locations on each campus in order to optimize the probability of every student having a probability of being included in the sample.
3. The interviewers selected every n^{th} male student for screening and established an interview appointment. Screening eliminated students with prior military service, students 25 years or older, those obviously not qualified for military service due to physical impairment, and those who refused to be interviewed.
4. A total of 807 students were interviewed. Approximately 40 students were interviewed at each of the 20 colleges selected in the first sampling stage.

Evaluation of the Sample

To evaluate the geographic representativeness of the sample, student enrollment in the sample of 20 colleges was compared to population data on student enrollment in community and junior colleges, controlling on Navy recruitment area. The sample distribution was found to differ statistically from the only population data available for comparison purposes. However, the practical significance of the difference is moot, since the population estimate includes both men and women and the observed differences are minor.[1/] For these reasons, weighting of the sample was not deemed necessary.

1/ See Appendix C for details.

II. C. ADMINISTRATION

School Participation

The survey administration process was initiated by contacting the twenty sample colleges by telephone to request their participation in the survey. After an initial telephone contact was made with each college administrator, a follow-up letter was submitted. Letters of confirmation were sent to the nine administrators who agreed to the participation of their college in the survey in the initial telephone contact. Follow-up letters containing additional survey explanation were sent to the remaining eleven administrators. These college administrators were then recontacted by telephone to obtain their decision on participation. All eleven administrators agreed to the participation of their respective colleges.

Field Interviewing

In April and May 1975, field representatives conducted approximately forty personal interviews with students at each of the twenty community and junior colleges. Each student was personally interviewed by a trained interviewer. A systematic random sample was employed to select the students to be interviewed at each college.

In conducting the interviews, Opinion Research Corporation protected the anonymity of each student, in accordance with the Code of Ethics of the American Association of Public Opinion Research. Participation in the survey was entirely voluntary, with respect to the individual student at each college. A student could refuse to answer any or all questions which he deemed an invasion of his privacy.

Some personal information was requested from students who were interviewed, e.g., their names and telephone numbers. However, this information was used only for administrative purposes, i.e., to verify that the interviews were conducted. A small percentage of the students interviewed were recontacted for this purpose. Once the verification process was completed, personal information on the student was destroyed to assure permanent anonymity.

Data Analysis

A primary analysis of the data was performed to generate the data presented in this report. Computer-based data analyses were made of survey results, with ten demographic items cross-tabulated against each item in the questionnaire.

Data tables are presented which relate selected demographic variables to the items in the questionnaire. 1/ In general, data tables are presented for only those demographic variables for which there were statistically significant differences in response by subgroup. 2/ A series of t-tests were run, and the level of significance of $p < .05$ was employed assuming a two-tail test (Siegel, 1956, p. 248). Where explicit hypotheses were stated with regard to the direction of differences, a one-tail test was employed.

In the data tables, values are rounded to the nearest percent. A dash (-) means no response; an asterisk (*) means a response of less than 1%.

1/ See Appendix D for error limits applicable to the results.

2/ The major exception involves the study of recruitment potential, where data on each of the eight major demographic variables are presented (Section III. C).

III. RESULTS

III.A. COMPOSITION OF THE SAMPLE

Prior to presenting the major results of the study, this section provides an introduction to the sample used in this survey. A brief characterization of the composition of the sample is presented. Additional detailed data on the sample appear elsewhere, e.g., in the sections on educational and occupational status (Section III. B), recruitment potential (Section III. C), and advertising considerations (Section III. G).

In brief, the survey sample is predominantly young (18-21 years old), high school graduates (98%), from middle to upper-income families ($10,000 or more in annual income). They tend to be quite bright. Most are enrolled in college transfer programs, studying for an Associate of Arts degree. Some 88% report an academic (college preparation) major. Most are full-time students carrying a course load of four or more courses. However, the majority have either full-time or part-time employment in addition to their studies. Most of the students in this sample claim to be residents of the geographic area in which their junior college is located. Over 60% attended a high school in the immediate area.

Composition of the Sample

The sample of students was selected by Opinion Research Corporation, Inc., of Princeton, New Jersey. The study sample was drawn from a national sample of male youth aged 24 years or less, with no prior military experience.

The age composition of the sample survey is given in Table 1.

Table 1

AGE COMPOSITION

Age Category	%
17 years	1
18-19 years	48
20-21 years	36
22-23 years	12
24 years	3
	100%

The majority of the sample were between 18 and 21 years of age.

The family income composition of the sample is given in Table 2.

Table 2

FAMILY INCOME COMPOSITION

Income Category	%
Less than $7,000	10
$7,000 - $9,999	8
$10,000 - $14,999	21
$15,000 - $19,999	18
$20,000 or more	26
Refused	17
	100%

Approximately 18% of the sample were from families with annual incomes under $10,000. However, some 26% of the youth were from families with annual incomes in excess of $20,000. Almost 40% of the sample came

from families with an annual income of between $10,000 and $20,000.

Other demographic characteristics of the sample are presented in Table 3.

Table 3

MAJOR DEMOGRAPHIC CHARACTERISTICS		
White	84%	
Single	96%	
Employed	58%	8% Fulltime, 50% Part-time
Resident of the area	80%	
Attended a high school near the junior college	62%	

The majority of the youth were white and single. Some 58% hold jobs while attending college, but the majority have only part-time employment. Most of the youth were residents of the same geographic area in which the college is located, and 62% attended a high school in the vicinity of the junior college.

Most of the sample are high school graduates. Data on years of completed education appear in Table 4.

Table 4

EDUCATIONAL ATTAINMENT	
Years Completed	%
11 years or less	2
12 years	36
13 years	33
14 years	21
15 years or more	8
	100%

The majority of the sample report being enrolled in a college transfer program, leading to a degree from a four-year college. The distribution of reported enrollment, by program, appears in Table 5.

Table 5

PROGRAM EMPHASIS	
Program Category	%
College Transfer	57
Occupational	20
Take Courses in both programs	8
Take Other Courses	10
Don't Know	5
	100%

Moreover, some 88% report having an academic major.

Additional information about the educational status of the sample is given in Table 6.

Table 6

OTHER EDUCATIONAL CHARACTERISTICS	
Freshmen	53%
Sophomores	41%
Taking 4 or more courses	78%
Full-time Student	86%
Part-time Student	12%
Studying for an Associate Degree	72%

Most youth are full-time students (in addition to part-time employment). The majority are presently taking 4 or more courses, and studying for an Associate of Arts degree. There are more freshmen than sophomores.

Finally, on the short-form test of mental ability, the sample was found to be very bright. On a 14 point (0 to 13) measure, where a random sample of youth showed a relatively flat distribution, 54% of the survey sample of junior college students obtained top scores of 10-13, with a median score of 10.0, and a mean of 9.3 and standard deviation of 2.8. See Table 7.

Table 7

COMPARISON OF MENTAL ABILITY OF JUNIOR COLLEGE STUDENTS AND THE YOUTH POPULATION (MTRI)

NO. OF RIGHT ANSWERS	QUARTILE DESIGNATION	% OF TOTAL MTRI SAMPLE	% OF JUNIOR COLLEGE SAMPLE
11 to 13	High	21	40
8 to 10	High/Medium	25	34
5 to 7	Low/Medium	30	18
0 to 4	Low	24	8

The junior college students in this sample scored very high, in comparison to the total youth population for which norms are provided by the MTRI (1973) survey.

Recruitment Implications

The present sample of junior college youth appears attractive from a recruiting standpoint in terms of predominant age (18-21 years), education (high school graduates or above), and mental aptitude. Further, the majority of the sample tend to live near the junior college, facilitating prospecting. Indeed, since over 60% attended a local high school, the possibility exists of contacting many of these youth as part of a follow-up of former high school students.

III. B. EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS

The educational and occupational aspirations of the sample were studied. Previous research suggests that junior college students are unrealistic in their aspirations (see Section I. A. 3). They aspire to advanced college education and/or to jobs beyond their level of prior training and experience. The present survey included numerous items designed to evaluate the extent of this phenomenon, and to "reality test" these aspirations in terms of status and behavioral indices of actions taken in support of these aspirations.

This section presents survey findings separately for:

(1) educational status and goals; and

(2) occupational status and goals.

In general, the present survey results confirm other research in documenting the unrealistic educational and occupational aspirations of many of the young, male junior college students.

1. Educational Status and Goals

a. Status

A variety of questions were used to assess the educational status of each student. These questions sought to determine:

- Year in school (freshman/sophomore)
- Status (full-time/part-time)
- Program emphasis (college transfer or academic/occupational or vocational).

Results for each question appear below, with the emphasis on the program categorization of the students. This emphasis derives from a key hypothesis of the study, i.e., that recruitment potential varies as a function of the program emphasis of the student (college transfer or occupational).

As noted in the previous section, the vast majority of students in this sample had completed 12 or more years of education (98%). Each student was asked: What year of junior college are you in? Are you a Freshman, Sophomore, or what? Some 94% of the total sample classified themselves as either freshmen (53%) or sophomores (41%). The remainder considered themselves to be special students (2%), unclassified (2%), or in some other status (2%).

The vast majority of the younger students (17 to 19 year olds) classified themselves as freshmen (78%). In contrast, students 20 years or older were much less likely to report being freshmen (28% to 30%).

Mental ability was also related to educational status. A higher percentage of the brighter students were sophomores (50%), in contrast to the least able students (37%). See Table 8.

Table 8

EDUCATIONAL STATUS BY AGE AND MENTAL ABILITY

	Freshmen	Sophomores	All Other
Total	53	41	6
Age			
17-19 years	78	21	1
20-21 years	30	63	7
22-24 years	28	55	17
Mental Ability			
Top 26%	42	50	8
Next 28%	57	38	5
Next 27%	56	39	5
Bottom 19%	60	37	3

There were no statistically significant differences in freshmen/sophomore status as a function of membership in the various other demographic segments (race, program emphasis, family income, reported contact with a Navy recruiter, or enlistment potential).

Each student was classified as a full-time or part-time student on the basis of an operational definition employed by the AACJC.[1/] The majority of the sample were full-time students (86%).

There were several statistically significant differences in full-time/part-time status as a function of demographic membership. See Table 9.

Table 9

STATUS: FULL-TIME OR PART-TIME STUDENT; BY AGE, RACE, PROGRAM EMPHASIS AND MENTAL ABILITY

	Full-Time	Part-Time	Don't Know
Total	86	12	2
Age			
17-19 years	89	9	2
20-21 years	84	13	3
22-24 years	77	21	2
Race			
White	88	10	2
Nonwhite	71	24	5
Program Emphasis			
College Transfer	89	10	1
Occupational	76	20	4
Both	94	4	2
Other	85	14	1
Mental Ability			
Top 26%	90	8	2
Next 28%	90	8	2
Next 27%	82	16	2
Bottom 19%	78	20	2

1/ Students are considered full-time if they carry more than 12 hours of coursework under a quarter system, or more than 9 hours under a semester system. Students carrying less hours are considered part-time.

Part-time students were more likely to be older, non-white, enrolled in an occupational program, and of lower mental ability. However, these differences are of minor practical significance, since the majority of youth in each demographic segment are full-time students. There were no differences in full-time/part-time status as a function of family income or prior Navy recruiter contact.

One of the basic parameters of the study was entitled program emphasis (college transfer or occupational). The program emphasis of these students was studied by asking a series of questions:

- Major field of study;
- Coursework, i.e., any exposure to occupational courses;
- Type of degree/certificate for which the student is studying; and
- A self-report of the kind of program in which the student is enrolled.

Results on the first three indices appear in Table 10.

Table 10

COMPARISON OF RESPONSES ON MULTIPLE CRITERIA OF PROGRAM EMPHASIS: COLLEGE TRANSFER VS. OCCUPATIONAL

Criteria	Percent of Total Sample
Present major field	88% College Transfer 7% Occupational
Any exposure to occupational courses	74% Exposed 26% Not exposed
Type of degree sought	72% Associate 6% Certificate 21% Neither/None

Some ambiguity was noted in answers to these questions. As Table 10 indicates, most students report majoring in a subject classified as academic or college transfer in emphasis (88%). Moreover, the majority are seeking some type of formal degree such as Associate of Arts degree (72%). However, the majority also report taking one or more courses in subjects considered occupational or vocational in emphasis, using the definition of Bushnell and Zagaris, (1972).[1/]

A self-report estimate of program emphasis was also obtained. Each student was asked: "Are you enrolled in a college transfer program, or in an occupational program, or are you taking courses in both programs?" The majority of students reported being enrolled in a college transfer program (57%). Another 20% reported being enrolled in an occupational program (see Table 5 in Section III.A). This result provided a useful distribution of respondents as either college transfer (N=457) or occupational (N=160) in orientation. Further, the results were deemed a more realistic estimate of the number of youth with the potential for college transfer than the other indices.

There were statistically significant differences in program emphasis, by demographic subgroup. Enrollees in the college transfer program were more likely to be younger (17-21 years of age), of high mental ability, and from families earning $20,000 per year or more. Youth who have already completed 13 or 14 years of education were also slightly more likely to be enrolled in a college transfer program, as were whites. However, the latter difference was <u>not</u> statistically significant. See Table 11.

1/ Dietetics, Business and Commerce, Data Processing, Merchandising and Sales, Secretarial Science, Dental Hygiene, Medical Technology, Mortuary Science, Nursing, Occupational Therapy, Physical Therapy, X-Ray Technology, Radio-TV Communications, Aviation, Construction, Drafting, Electricity and Electronics, Industrial Arts, Metal and Machine, Mechanical, and Other Trades.

Table 11

PROGRAM EMPHASIS: COLLEGE TRANSFER OR OCCUPATIONAL; BY AGE, RACE, EDUCATION, MENTAL ABILITY AND FAMILY INCOME

	College Transfer	Occupational	Take Both	Take Other	Don't Know
Total	57	20	8	10	5
Age					
17-19 years	58	17	9	9	7
20-21 years	59	21	8	8	4
22-24 years	47	24	11	14	4
Race					
White	57	19	9	9	6
Nonwhite	51	25	9	10	5
Education					
12 yrs or less	51	26	8	9	6
13 yrs	61	15	8	9	7
14 yrs	61	18	11	9	1
15 yrs or more	51	17	11	12	9
Mental Ability					
Top 26%	67	9	9	10	5
Next 28%	58	21	7	9	5
Next 27%	53	23	7	11	6
Bottom 19%	44	28	13	8	7
Family Income					
$20,000 or more	65	10	10	9	6
$15,000 - $19,999	54	28	6	8	4
$10,000 - $14,999	50	24	8	13	5
Less than $10,000	52	24	9	9	6

Students reporting prior contact with a Navy recruiter were somewhat more likely to report being enrolled in the occupational program (22%) than were students with no prior exposure to a Navy recruiter (15%).

b. Goals

Each student was asked to indicate the highest level of education which he realistically expects to complete. The majority (75%) reported that they expect to attend a four-year college and/or graduate school. See Table 12 for details.

Table 12

EDUCATIONAL ASPIRATIONS

Response Options	Total Sample	
Go through some high school but not complete	-	
Graduate from high school	*	
Attend a trade or vocational school beyond high school	1	
Complete a trade or vocational school beyond high school	4	
Attend a community or junior college (take one or more courses) but not get a certificate or a degree	1	
Attend a two-year community or junior college course (get a certificate or some degree in a program that is less than two years)	4	
Complete a two-year community or junior college course (get an Associate degree)	14	
Attend a four-year college	11	75%
Graduate from a four-year college	39	
Attend graduate school	25	
Don't know	1	
	100%	

These results are consistent with previous estimates of the high educational aspirations of junior college students (Bushnell and Zagaris, 1972).

There were certain significant differences in educational aspirations as a function of demographic status. See Table 13.

Table 13

EDUCATIONAL ASPIRATIONS; BY EDUCATION, PROGRAM EMPHASIS, MENTAL ABILITY AND FAMILY INCOME

	Four or More Years of College	Less Than Four Years of College	Don't Know
Total	75	24	1
Education			
12 years or less	66	32	2
13 years	78	20	2
14 years	82	18	-
15 years or more	82	15	3
Program Emphasis			
College transfer	94	6	-
Occupational	25	74	1
Both	68	30	2
Other	72	35	3
Mental Ability			
Top 26%	86	12	2
Next 28%	79	20	1
Next 27%	69	30	1
Bottom 19%	59	39	2
Family Income			
$20,000 or more	83	17	-
$15,000-$19,999	74	25	1
$10,000-$14,999	71	27	2
Less than $10,000	71	28	1

High educational aspirations characterized youth with 14 or more years of completed education, high family income, and high mental ability. Almost all the students enrolled in college transfer programs (94%) reported that they planned to continue their education, while the rate was much lower (25%) for students enrolled in occupational programs. There were no differences as a function of age, race, or prior contact with a Navy recruiter.

c. Behavioral Indices

As one reality-test, each student who aspired to attend or graduate from a four-year college was asked if he or his parents could afford to pay for a full four-year college education. This question was posed to 74% of the total sample. The majority of these students reported that they or their parents could afford to pay for their education (54%). See Table 14.

Table 14

ABILITY TO FINANCE A FOUR-YEAR COLLEGE EDUCATION

Options	Students with Aspirations for a Four-Year College Education[a]	Total Sample
Yes, can afford	54	40
No, cannot afford	39	29
Don't know	7	5
	100%	74%

[a] Base is 74% of the total sample.

The reported ability to afford continued education varied by family income and years of completed education. Youth from high income families and youth who had already completed 15 years or more of education were more likely to report that they could afford a four-year college education. See Table 15.

Table 15

ABILITY TO FINANCE A FOUR-YEAR COLLEGE EDUCATION; BY EDUCATION AND FAMILY INCOME

	Can Afford	Cannot Afford	Don't Know
Total	54	39	7
Education			
12 years or less	54	40	6
13 years	53	37	9
14 years	51	44	5
15 years or more	70	28	2
Family Income			
$20,000 or more	75	19	6
$15,000-$19,999	57	35	8
$10,000-$14,999	47	49	4
Less than $10,000	31	65	4

As an additional reality-test of educational aspirations, each student was presented with statements designed to determine the extent to which he had taken an action toward furthering his college education.

Responses to the questions suggest that most students have not as yet initiated steps to further their college education. See Table 16.

Table 16

BEHAVIORAL INDICES OF EDUCATIONAL ASPIRATION

Behavioral Statements	Total Sample		
	Yes	No	Don't Know
I have applied for admittance to one or more four-year schools	33%	66%	1%
I have been accepted by a four-year school	26%	72%	2%
I have applied for financial aid to attend a four-year school	16%	84%	*

In spite of the fact that 75% of the sample aspire to a four-year education (or more), only one-third have applied to a four-year college and only 26% have been accepted for admittance. Even fewer students (16%) have applied for financial aid, although as noted above many of the students reported that they could not afford a four-year college education.

Demographic analyses revealed that youth who had applied to four-year colleges and been accepted were more likely to be older (20 years or more), of high mental ability, and enrolled in a college transfer program.

Recruitment Implications

The following recruitment implications are suggested by these findings. There are a large number of students (particularly college transfer program enrollees) who would seem unavailable for immediate recruitment (e.g., for the enlisted force) since they aspire to an advanced education. This statement applies in particular to those older youth with high mental ability who have already completed several years of college education.

In contrast, there are numerous students who aspire to a college education but will require financial aid. Further, students enrolled in occupational programs appear likely candidates for military recruitment, since they do not aspire to continue their education beyond the two-year college.

2. Occupational Status and Goals

a. Status

In total, 58% of the sample were currently employed, either full-time (8%) or part-time (50%).

Whites were somewhat more likely to be employed (60%) than were nonwhites (48%). Youth 17-19 years old were slightly more likely to be employed part-time (53%) than were youth over 22 years of age (41%). There were other minor differences in employment status, e.g., as a function of program emphasis. However, in general there were no substantial differences in employment status by demographic category. See Table 17.

Table 17

EMPLOYMENT STATUS BY AGE, RACE AND PROGRAM EMPHASIS

	Part-time	Full-time	Not Employed
Total	50	8	42
Age			
17-19 years	53	7	40
20-21 years	48	8	44
22-24 years	41	13	46
Race			
White	51	9	40
Nonwhite	43	5	52
Program Emphasis			
College Transfer	52	7	41
Occupational	42	11	47
Both	52	6	42
Other	47	10	43

An estimate of occupational class was determined for the 58% of the sample employed full-time or part-time. The most frequent occupational category was "service worker" (13% of the total sample). Other major occupational categories in which youth were employed were operatives (9%), craftsmen/foremen (8%), and sales workers (8%). See Table 18.

Table 18

OCCUPATIONAL CLASSIFICATION

Occupational Classification	Employed (Full-time or Part-time)
Service	13
Operatives	9
Craftsmen and foremen	8
Sales	8
Clerical	7
Laborers (except farm or mine)	5
Professional, technical	5
Managers, Officials, and Proprietors	2
Farmers	1
No occupation given	*
	58%

Annual income was determined for only those students employed full-time (8%). The majority of these employed students earned less than $7,000 per year. See Table 19.

Table 19

INCOME OF STUDENTS EMPLOYED FULL-TIME

Annual Income Category	Employed Full-time
Less than $3,000	1
$3,000 - $4,999	2
$5,000 - $6,999	2
$7,000 - $8,999	2
$9,000 - $10,999	1
More than $11,000	*
Refused	1
	9%[a]

[a]Exceeds 8% due to rounding.

Thus, when employed, these students earn modest incomes, and tend to hold blue-collar or service jobs.

b. Goals

Specific occupational goals were determined for students who do not aspire to continue their education beyond the two-year college. General expectations about employment were determined for the total sample.

b.1 Specific Goals

Those students (26%) who do not plan to attain a four-year college education were asked if they had a job lined up for after they leave school. The majority (19%) said they did not have a job lined up. Only 6% of the total sample said that they had a job already lined up.

Demographic analyses were not made, since the number of cases per demographic segment was prohibitively small.

b.2 General Expectations about Future Employment

Each student was asked how certain he was about the sort of job he presently holds or wants to hold when he is ready to work full-time. Most students (64%) expressed some degree of certainty with respect to the characteristics of the job they have or desire. See Table 20.

Table 20

CERTAINTY OF JOB EXPECTATIONS		
Response Options	Total Sample	
I know exactly the sort of job I want	32	64%
I am quite sure of the sort of job I want	32	
I am not too sure about the sort of job I want	25	
I am not sure at all about the sort of job I want	9	
No opinion	2	
	100%	

Each student was presented with a list of 12 occupational characteristics to evaluate. Many of the characteristics were derived from the MTRI (1973) survey. Some were directly applicable to the Armed Service. One new option was added: guaranteed employment. Each student was given the following instructions:

> "Some young men feel one way, some feel another about the kinds of things they think are important in the jobs they do or plan to do. I'm going to read you a series of statements which describe some aspect of a job, or the people you work with in a job. We would like you to tell us how important each of these aspects is to you in deciding what job you would like to have..."

The most popular job characteristic was "guaranteed employment." The second most popular job characteristic was "you would have direct responsibility for what you do." The least popular job/career goals included references to patriotism ("a job in which you can serve

your country") and mechanical activities ("gives you a chance to work with engines and machines"). See Table 21.

Table 21

JOB/CAREER GOALS

Job Goals	Degree of Importance					
	Extremely Important	Very Important	Somewhat Important	Not Too Important	Not Important At All	No Opinion
Guaranteed employment	54	30	12	3	1	*
You would have direct responsibility for what you do	39	43	14	3	1	*
Offers generous fringe benefits	34	30	24	9	3	*
Doesn't involve just sitting at a desk	33	27	20	13	7	*
Gives some direction to your life if you don't have any	28	39	20	6	5	2
Involves talking with people	27	32	23	14	8	1
Offers a free education	25	25	27	14	3	1
Provides an opportunity to do increasingly difficult things	22	39	30	6	3	*
A job which has prestige	21	26	30	15	8	*
Allows you to maintain your old friendships	19	28	31	16	6	*
A job in which you can serve your country	9	15	37	21	16	2
Gives you a chance to work with engines and machines	8	9	18	33	31	1

Each student was also asked to describe, in his own words, the kind of job he expected to have after he finished school or was next employed on a full-time basis. The responses were content analyzed. The responses were most frequently given were categorized as "business, political, or persuasive" (29%). See Table 22.

Table 22

TYPE OF JOB EXPECTED

Job Category	Total Sample
Business, political & persuasive	29
Trade, industrial, technical	16
Education	10
Health	8
Arts & humanities	8
Engineering	7
Scientific	5
Agriculture	5
Social Science and religion	3
Don't Know/No Answer	9
	100%

Selected occupational categories were further analyzed for possible demographic correlates:

- Scientific;
- Engineering; and
- Trade, Industrial and Technical.

Only white respondents specified scientific occupations. Youth who had already completed 15 or more years of education mentioned engineering at a lower rate (3%) than did youth with less education.

Trade, industrial and technical occupations were more frequently cited by students enrolled in occupational courses, youth 20-21 years old, youth with only 12 years or less of completed education, and youth with lower mental ability. See Table 23.

Table 23

EXPECTATIONS FOR WORKING IN SELECTED OCCUPATIONAL CATEGORIES; BY AGE, RACE, EDUCATION, PROGRAM EMPHASIS AND MENTAL ABILITY

	Scientific	Engineering	Trade, Industrial, Technical
Total	5	7	16
Age			
17-19 years	4	8	15
20-21 years	6	7	20
22-24 years	5	4	15
Race			
White	5	7	17
Nonwhite	-	6	17
Education			
12 years or less	4	6	22
13 years	4	9	13
14 years	3	8	14
15 years or more	14	3	13
Program Emphasis			
College transfer	6	8	6
Occupational	3	6	44
Both	9	4	16
Other	-	4	15
Mental Ability			
Top 26%	5	7	10
Next 28%	7	9	14
Next 27%	3	7	19
Bottom 19%	3	5	24

Each student was also asked two probing questions about the type of full-time job he expected to have after leaving school. Each student was asked:

- Will this be a supervisory or management job, or a nonsupervisory job?
- Would you describe this job as technical or nontechnical?

Students characterized their future jobs as supervisory/managerial (46%) on the first question, and as technical (61%) on the second question. Results for each question appear in Table 24.

Table 24

JOB CHARACTERISTICS

Response Options	Total Sample
Supervisory or management	46%
Nonsupervisory	40%
Don't know	14%
	100%
Technical	61%
Nontechnical	28%
Don't know	11%
	100%

These job expectations are subject to some caution in interpretation. Demographic analyses revealed that youth enrolled in occupational programs were more likely to expect to have a technical job (80%) than were youth enrolled in a college transfer program (56%). However, youth with lower mental ability had a higher rate of mention of a technical job (66%) than did youth with high mental ability (56%), although the latter difference was not statistically significant.

Additional analyses revealed that youth enrolled in a college transfer program were more likely to expect to become supervisors or managers (49%) than were youth enrolled in an occupational program (38%). However, youth of lower mental ability were more likely to expect supervisory/managerial jobs (56%) than were youth with high mental ability (44%). This difference was statistically significant.

There has been considerable publicity accorded the fact that many technical positions in the economy can be filled by persons with only two years of education beyond high school. Hence, the high level of "technical" job aspirations among students enrolled in occupational programs may be appropriate. However, the fact that mental ability appears to be inversely related to expectations for technical or supervisory/managerial positions casts some doubt about the validity of these reported job expectations.

c. Behavioral Indices

The use of selected behavioral indices offers a method of testing the reasonableness of the job expectations of junior college youth.

One approach to reality-testing is predicated on the assumption that youth who lack work experience do not possess the knowledge necessary for informed career decisions or expectations. Each person in the sample was asked if he had ever held a full-time job, other than a summer job. Only 52% reported having had a full-time job at some time. Thus, almost half these youth have no full-time job experience.

The rate of historic full-time employment varied appreciably, depending on the age of the respondent. The rate of full-time employment was 85% for students 22 to 24 years of age, 60% for students 20 to 21 years of age, but only 37% for students 17 to 19 years old. Higher rates of exposure to full-time employment were also reported by youth with 14 or more years of completed education (over 60%), youth enrolled

in occupational programs (60%), and youth with higher mental ability (58%). There were no differences by race or family income.

Each student who was currently employed either full-time or part-time was asked if his present job is in the same field for which he is studying. Of the 58% of employed students asked this question, most reported that they were not studying in the same field as their present occupation (78%). See Table 25.

Table 25

STUDYING FOR PRESENT JOB FIELD

Response Options	Student Presently Employed[a]	Total Sample
Yes, related	20	12
No, not related	78	45
No Answer	2	1
	100%	58%

[a] Base is 58% of the sample.

This finding held for each demographic segment. Even among students employed full-time, 70% said they were not studying for the same field. The same rate was reported by students enrolled in occupational courses.

Selected youth were asked if they were looking for a full-time job at present. This question was posed to only those students who do not expect to attend a four-year college and do not have a job lined up for after they leave their community or junior college. In total, 21% of the total sample was asked this question. Most of these students indicated that they were not looking for a job at present (62%). See Table 26.

Table 26

SEEKING FULL-TIME EMPLOYMENT		
Response Options	Students with no Immediate Prospects[a]	Total Sample
Looking for a job	29	6
Not looking for a job	62	13
No answer	9	2
	100%	21%

[a]Base is 21% of the sample.

There were no demographic differences in reported job search behavior for this segment of the total sample.

Recruitment Implications

The following recruitment implications are suggested by these findings. First, only about half these youth have ever had any full-time work experience, and only 8% are employed full-time at present. Further, current employment is generally in service or blue-collar activities, and youth employed full-time do not earn large incomes. Second, these youth are generally not studying to improve their present job skills or knowledge. Moreover, they are neither universally seeking a job for after they leave school, nor do they have a job already lined up. Instead, these youth have rather idealistic expectations for the type of job they plan to hold (technical; supervisory/managerial) and for the characteristics of the ideal job (guaranteed employment; "fate control;" generous fringe benefits, etc.). In general, these findings support previous research in documenting the need for job counseling for these youth. Further, they suggest that recruitment efforts may not assume the student enrolled in a community or junior college to be informed or experienced in the world of work.

III. C. RECRUITMENT POTENTIAL

This section presents results on the major issues of the study: the recruitment potential of junior college youth for:

(1) The Active Duty Enlisted Force;

(2) The Active Duty Officer Force; and

(3) The Reserve/National Guard.

The following rates of intention-to-join were found: (1) active duty enlisted force (10%); active duty officer force (13%); and Reserve/National Guard (11%). These results are generally equivalent to, or higher than, rates obtained from civilian youth in previous attitude surveys. The rate for joining the enlisted force is particularly favorable for youth beyond high school.

Junior college youth enrolled in college transfer programs had a higher rate of officer recruitment potential (15%) than did youth in occupational programs (7%). This finding supported an hypothesis of differences in recruitment potential as a function of program emphasis (college transfer or occupational). But contrary to this hypothesis, there were no differences in intention-to-join the active duty enlisted force or the Reserve, as a function of program emphasis. Indeed, few demographic correlates were found: only mental ability was related to intention-to-join the active duty enlisted force. Aside from program emphasis (and one suspicious exception), none of the demographic variables studied were related to officer recruitment potential. However, differences in recruitment potential by race, family income, employment status and mental ability were found for the Reserve/National Guard. Complete demographic information is presented for each service option.

Junior college youth in general preferred the Air Force (35%) and the Navy (24%) to the other services.

They tended to be favorable or neutral toward military service---much more favorable than were college youth of the early 1970's. However, few of the junior college students had immediate plans to join the Armed Service after leaving college. Even those who plan to enlist expect to join 'at some time in the future," as opposed to the next six months or year.

1. Immediate Post-School Plans

Each student was asked what his immediate plans were for after leaving school. By far the most popular answer was 'to continue my education or training"(68%). This response is consistent with the estimates of educational aspirations reported in Section III. B. 1. b. One-third of the sample said that they planned to go to work, presumably in a civilian job. Joining the Armed Services was mentioned by only 1% in this unstructured situation. See Table 27.

Table 27

IMMEDIATE POST-SCHOOL PLANS

Response Categories	Total Sample[a]
Continue my education or training	68
Go to work	33
Join the Armed Services	1
Get married	2
Something else	1
Don't Know	3

[a] Exceeds 100% due to multiple response.

The rate of mention of joining the Armed Services appears low but comparable to results obtained in other civilian youth attitude surveys. In a national survey of youth conducted in 1974, it was estimated that some 4% of 18-19 year olds (male and female) planned to join the Armed Services, in response to a comparable question. [1/] The rate for the 17-19 year olds in the present survey was 2%.

There was no statistically significant difference between demographic segments in mention of joining the Armed Services. The rate varied from 0-3% in each segment.

There were significant differences in expectation with respect to either employment or continued education/training. Students enrolled in college transfer programs were much more likely to plan to continue their education (88%) than were students enrolled in occupational programs (19%). Conversely, youth who planned to go to work were more likely to be older (22 years or more), with 15 years or more of completed education, lower mental ability, and come from homes with a family income under $20,000 per year. There were no differences in plans as a function of either race or prior contact with a Navy recruiter. Complete results appear in Table 28.

1/ March 1974 Youth Omnibus Survey; Tabulations prepared for: U.S. Air Force, Gilbert Youth Research, New York, May 1974.

Table 28

IMMEDIATE POST-SCHOOL PLANS; BY AGE, RACE, EDUCATION, PROGRAM EMPHASIS, MENTAL ABILITY, INCOME AND NAVY CONTACT

	Continue Education or Training	Go to Work	Join the Armed Services	Get Married	Some thing Else	Don't Know
Total	68	33	1	2	1	3
Age						
17-19 years	70	29	2	3	1	3
20-21 years	65	34	2	1	2	3
22-24 years	64	42	0	3	1	4
Race						
White	67	32	1	2	1	3
Non-White	70	37	1	2	2	1
Education						
12 yrs or less	63	33	2	2	-	4
13 yrs	71	31	*	3	1	3
14 yrs	73	32	2	2	3	1
15 yrs or more	62	40	2	-	-	2
Program Emphasis						
College Transfer	88	14	1	2	1	*
Occupational	19	76	3	2	2	6
Both	57	51	1	9	3	7
Other	61	38	-	-	-	5
Mental Ability						
Top 26%	76	27	*	1	1	2
Next 28%	72	30	2	2	1	3
Next 27%	62	37	2	2	*	3
Bottom 19%	58	39	1	3	2	3
Family Income						
$20,000 or more	76	27	2	3	-	2
$15,000-$19,999	61	38	1	1	2	2
$10,000-$14,999	61	37	2	1	1	2
$10,000 or less	66	38	1	3	2	3
Navy Contact						
Any	65	37	1	3	2	3
None	69	33	2	2	1	2
Don't Know	69	28	1	2	1	4

2. Overall Attitude Toward Military Service

In spite of a low rate of immediate plans to join the Armed Services, these youth had a generally favorable attitude toward the military service.

Each student was asked a global question about his overall attitude toward the military service. He was presented a list of options and asked: "Which phrase best describes your overall attitude toward our Military Services in general?" The results suggest a normal distribution ranging from favorable (26%), to mixed (43%), to unfavorable (29%). Detailed results appear in Table 29.

Table 29

OVERALL ATTITUDE TOWARD MILITARY SERVICE

Response Options	Total Sample	
Very favorable	7	26%
Mostly favorable	19	
Half and half	43	
Mostly unfavorable	15	29%
Very unfavorable	14	
No opinion	2	
	100%	

An interesting albeit limited comparison is given in a survey of 17 - 21 year olds conducted in 1971.[1/] In that survey, only 18% of the young men were favorable toward military service, compared to 26% in the present survey. Among college youth in the 1971 survey, only 7% were favorable toward military service. However, it is probable that the attitudes of college youth toward military service have improved substantially since 1971.

There were significant differences in attitude as a function of the

1/ Attitudes and Motivations of Young Men Toward Enlisting in the U.S. Army, Opinion Research Corporation, Princeton, New Jersey, May 1971.

demographic variables of age, race, and mental ability. Youth more favorable toward military service tended to be younger (17-19 years of age), white, and of less than the highest mental ability. There were no differences as a function of family income, years of completed education, program emphasis (college transfer or occupational), or prior contact with a Navy recruiter. See Table 30.

Table 30

OVERALL ATTITUDE TOWARD MILITARY SERVICE; BY AGE, RACE AND MENTAL ABILITY

	Favorable	Half and Half	Unfavorable	No Opinion
Total	26	43	29	2
Age				
17-19 years	32	41	25	2
20-21 years	23	45	31	1
22-24 years	18	41	38	3
Race				
White	28	43	27	2
Nonwhite	16	40	41	3
Mental Ability				
Top 26%	20	43	36	1
Next 28%	29	37	33	1
Next 27%	29	47	22	2
Bottom 19%	29	46	22	3

3. The Active Duty Enlisted Force

Each student was asked to estimate the likelihood of his enlistment for active duty in the military service: "Looking at this card, how likely is it that you will enlist for Active Duty in the Military Services?" In the total sample, 10% said that they would either definitely or probably enlist.[1/] See Table 31.

Table 31

ENLISTMENT POTENTIAL

Response Options	Total Sample	
Definitely enlist	1	10%
Probably enlist	9	
Probably not enlist	34	
Definitely not enlist	42	
Don't know or haven't thought about it	14	
	100%	

The 10% rate of enlistment potential among junior college students compares favorably with the rate typically observed among students in predominantly four-year college institutions. Thus, the Gilbert youth attitude surveys of 1971 through 1973 showed a rate of enlistment propensity of only 5-6% (Goral and Lipowitz, 1974, p. 13). The present rate is comparable to the average for terminal high school graduates (about 8%) and for high school graduates who continued their schooling beyond the high school level (about 7%).

Indeed, the level of enlistment propensity for junior college students in the present survey is exceeded only by the 1971-1973 rates of enlistment potential for (1) young students still in high school, and (2) high school drop-outs. However, some caution must be applied in interpretation of these results, since the Gilbert data apply to an earlier period.

1/ See Appendix E for a projection of the recruitment market in junior colleges.

Demographic analyses of the present data indicated that there was very little difference between these students in their enlistment potential. The only difference which achieved statistical significance involved mental ability. Youth in the highest category of mental ability had a lower rate of enlistment potential (6%) than did youth with lower aptitude (12-13%).

There was no difference in enlistment potential between students enrolled in college transfer programs (11%) and students enrolled in occupational programs (12%). This finding caused the rejection of one of the major hypotheses of the study, i.e., that youth in occupational programs would be more likely to plan to enlist than youth in college transfer programs. The difference between these groups (1%) was not statistically significant, nor is this difference of any practical significance.

There were also no differences in enlistment potential by age, race, and level of education. These results are surprising, in that age, race, and education are typically related to enlistment propensity. Thus, in the Gilbert studies, youth who plan to enlist are typically younger, less educated (a function of age), and nonwhite (Fisher and DiSario, (1974A). Although the present data are in this expected direction, none of the differences proved statistically significant.

There were also no differences in enlistment potential as a function of level of family income, present employment status, or previous contact with a Navy recruiter. Although apparently higher rates of enlistment potential are noted for youth from low and middle income families, youth employed full-time, and youth with prior Navy recruiter contact, none of these differences achieved statistical significance. Complete results are presented for review in Table 32.

Table 32

ENLISTMENT POTENTIAL
BY DEMOGRAPHIC CHARACTERISTICS

	Plan to Enlist	Probably Not Enlist	Definitely Not Enlist	Don't Know
Total	10	34	42	14
Age				
17-19 years	11	39	34	16
20-21 years	11	31	44	14
22-24 years	7	24	62	7
Race				
White	10	36	42	12
Nonwhite	12	21	43	24
Education				
12 years or less	9	38	36	17
13 years	12	32	44	12
14 years	10	26	50	14
15 years or more	11	42	38	9
Program Emphasis				
College transfer	11	36	40	13
Occupational	12	30	42	16
Both	10	38	36	16
Other	9	27	57	7
Mental Ability				
Top 26%	6	37	49	8
Next 28%	10	33	46	11
Next 27%	13	35	36	16
Bottom 19%	12	30	35	23
Family Income				
$20,000 or more	8	36	46	10
$15,000-$19,999	10	34	37	19
$10,000-$14,999	12	35	38	14
Less than $10,000	12	36	41	11
Navy Contact				
Any	10	36	39	15
None	9	38	41	12
Don't Know	13	27	46	14
Employment Status				
Full-time	16	19	51	14
Part-time	10	37	41	12
Not Employed	10	33	41	16

a. Timing of Enlistment

Most potential enlistees do not have immediate plans for enlistment. When asked when they planned to enlist, the majority (80%) answered: "some time in the future." The remainder said "within six months" or "six months to a year." See Table 33.

Table 33

TIMING OF ACTIVE DUTY ENLISTMENT

Schedule of Enlistment	Percent[a]	Percent of Total
Within the next 6 months	<10	*
6 months to a year	10	1
At some future time or when eligible	80	8
	100%	10%

[a] Base: Those who would definitely or probably enlist.

There were no demographic differences in response to this question. However, there was little variance to permit such differences.

b. Service Preference

Each youth in the sample was asked: "If you were to join or enlist, which branch of the Active Service would you be most likely to enter?" The most popular branch of service among the total sample of junior college students was the Air Force (35%). The Navy was the second most popular service (24%). The Army was named by only 11%. See Table 34.

Table 34

SERVICE PREFERENCE: REGULAR FORCE	
Branch of Service	Total Sample
Army	11
Navy	24
Air Force	35
Marine Corps	8
Coast Guard	12
Don't Know	10
	100%

These results are consistent with the results of other surveys of service preference among civilian youth. Thus, the Air Force and Navy are typically preferred over the Army, the Marine Corps, and the Coast Guard (Fisher and DiSario, 1974A).

Several demographic differences in service preference were noted in the present survey. The Army was more highly preferred by youth of lower mental ability, whereas the Navy was more highly preferred by youth in the highest category of mental ability.

There were statistically significant race differences in service preference: whites preferred the Navy at a higher rate (25%) than did non-whites (14%). The reverse was found for the Air Force.

Age was related to service preference for the Marine Corps, with the USMC being more highly preferred by youth less than 22 years of age.

Preference for the Navy was significantly higher among youth reporting prior contact with a Navy recruiter (34%) than among youth with no prior Navy contact (19%).

There were no differences in preference for the major services as a function of education, program emphasis (college transfer or occupational), or family income. Complete data are presented in Table 35.

Table 35

SERVICE PREFERENCE
BY DEMOGRAPHIC CHARACTERISTICS

	Army	Navy	USAF	USMC	USCG	Don't Know
Total	11	24	35	8	12	10
Age						
17-19 years	12	24	34	9	11	10
20-21 years	10	23	36	9	12	10
22-24 years	10	29	35	3	11	12
Race						
White	11	25	33	9	12	10
Nonwhite	16	14	45	6	9	10
Education						
12 years or less	10	24	37	7	12	10
13 years	13	25	33	10	8	11
14 years	11	26	31	11	12	9
15 years or more	11	20	37	6	20	6
Program Emphasis						
College transfer	11	24	36	10	10	9
Occupational	14	27	31	6	13	9
Both	11	25	29	10	12	13
Other	10	22	39	7	12	10
Mental Ability						
Top 26%	9	29	32	7	12	11
Next 28%	8	20	39	10	13	10
Next 27%	15	26	32	7	10	10
Bottom 19%	14	21	36	10	10	9
Family Income						
$20,000 or more	9	24	38	11	12	6
$15,000-$19,999	14	25	33	6	11	11
$10,000-$14,999	14	23	35	7	12	9
Less than $10,000	11	22	34	6	16	11
Navy Contact						
Any	10	34	31	8	10	7
None	11	19	39	9	11	11
Don't Know	13	21	33	8	13	12

Another way to evaluate service preferences involves consideration of the preferences of youth as a function of their enlistment potential. Youth who plan to enlist accorded virtually equal preference to the Air Force (30%) and to the Navy (28%). The Army was much more popular among potential enlistees (23%) than among youth who say they do not plan to enlist (10%). The opposite situation held for the Coast Guard. There were no significant differences in preference for the Navy or the Air Force as a function of enlistment potential. See Table 36.

Table 36

RELATIONSHIP OF SERVICE PREFERENCE TO TO ENLISTMENT POTENTIAL

Enlistment Potential	Army	Navy	Air Force	Marine Corps	Coast Guard	Don't Know
Plan to Enlist (Definitely or Probably)	23	28	30	11	2	6
Probably Not Enlist	10	25	36	9	13	7
Definitely Not Enlist	10	22	36	6	13	13
Don't Know	11	25	30	13	10	11

The second choice of branch of service was also determined. Respondents were asked: "If you couldn't get into the preferred branch, what would be your second choice?" Results appear in Table 37.

Table 37

SECOND CHOICE OF BRANCH OF SERVICE

Branch of Service	Total Sample
Army	10
Navy	31
Air Force	21
Marine Corps	7
Coast Guard	14
None of these; would not accept a second choice	5
Don't Know	12
	100%

The Navy was most frequently selected as the second choice of branch of Service (31%).

4. The Active Duty Officer Force

Propensity for joining the military service as an officer was estimated. Youth who said they did not plan to enlist (or didn't know) were asked the following question: "How likely is it that you would join the Military Service as an officer?" Given this question, 13% of the total sample said they would either definitely or probably join the military service as an officer. See Table 38.

Table 38

OFFICER POTENTIAL

Response Options	Total Sample	
Definitely join	3	13%
Probably join	10	
Probably not join	29	
Definitely not join	37	
Don't know or haven't thought about it (inc. plan to enlist)	21	
	100%	

The observed level of officer potential among junior college students is consistent with estimates of officer potential among college juniors and seniors noted in Gilbert youth attitude surveys of 1971 through 1973 (Goral and Lipowitz, 1974). Values in the Gilbert surveys varied from 9-13%, with a rate of 9-10% characteristic of the more recent (1973) surveys. However, this comparison is at best suggestive, since the data vary by the educational status of the respondent, as well as being a comparison of 1973 and 1975 data.

A number of demographic analyses were made to determine whether officer enlistment propensity varied by the type of respondent. Program emphasis (college transfer or occupational) was found to be related to officer potential. Youth enrolled in a college transfer

program had a higher rate of officer potential (15%) than did youth enrolled in an occupational program (7%). This finding supported one of the major hypotheses of the study, i.e., that college transfer enrollees would be more likely to plan to join the service as officers than would youth enrolled in occupational programs.

There were no statistically significant differences in officer potential as a function of age, race, education, mental ability, employment status, or prior contact with a Navy recruiter. Family income had a complex relationship to officer potential which may prove to be an artifact of the present sample.

Complete results appear in Table 39.

Table 39

OFFICER POTENTIAL BY DEMOGRAPHIC CHARACTERISTICS

	Plan to Join	Probably Not Join	Definitely Not Join	Don't Know (Inc. Plan to Enlist)
Total	13	29	37	21
Age				
17-19 years	13	34	29	24
20-21 years	12	27	40	21
22-24 years	8	17	57	18
Race				
White	12	31	37	20
Nonwhite	16	20	38	26
Education				
12 years or less	11	31	36	22
13 years	14	29	35	22
14 years	12	25	43	20
15 years or more	14	29	32	25
Program Emphasis				
College transfer	15	29	35	21
Occupational	7	26	42	25
Both	13	32	33	22
Other	5	33	48	14
Mental Ability				
Top 26%	11	33	42	14
Next 28%	11	30	40	19
Next 27%	15	27	33	25
Bottom 19%	12	24	32	32
Family Income				
$20,000 or more	14	32	38	16
$15,000-$19,999	13	27	34	26
$10,000-$14,999	7	34	33	26
Less than $10,000	15	27	37	21
Navy Contact				
Any	10	35	34	21
None	14	30	36	20
Don't Know	11	23	42	24
Employment Status				
Full-time	11	21	43	25
Part-time	14	30	34	22
Not Employed	10	29	40	21

5. The Reserve or National Guard

Each student was asked to indicate his probability of joining the Reserve or the National Guard. To assure valid responses, each respondent was provided current information about the Reserve and the National Guard. The students were told:

> Thus far we have asked you just about active military service. Now, we would like to ask you some questions about the Reserves or National Guard. Joining the Reserves or National Guard involves a short period of initial active duty for training -- about six months. After that, the training involves about one weekend a month, and two weeks in the summer for a period of six years.
>
> For the initial training period, in addition to quarters, food, medical care, and other benefits, the trainee's pay ranges from $344 to $383 per month. For training one weekend per month, the starting pay is about $50. For the two weeks of training each summer, an enlisted man initially receives about $180.

In the total sample, 11% said they would either definitely or probably join the Reserve or the National Guard. See Table 40.

Table 40

RESERVE/NATIONAL GUARD POTENTIAL

Response Options	Total Sample	
Definitely join the Reserve or the National Guard	1	11%
Probably join the Reserve or the National Guard	10	
Probably not join the Reserve or the National Guard	42	
Definitely not join the Reserve or the National Guard	32	
Don't know or haven't thought at all about this	15	
	100%	

The rate of Reserve potential (11%) is higher than the findings typically noted in other surveys involving students in predominantly four-year colleges. The Gilbert surveys of 1971 to 1973 showed a comparable rate of Reserve potential of 4-8% among college students (Goral and Lipowitz, 1974, p. 15).

Potential for joining the Reserve or National Guard was found to be related to demographic variables such as race, mental ability, family income, and present employment status. Higher rates of Reserve potential were found among youth characterized as nonwhite, lower mental ability, employed part-time, and from families with annual incomes of less than $20,000.

There was no statistically significant difference in Reserve potential as a function of age, education, prior contact with a Navy recruiter, or program emphasis. The latter caused the rejection of another study hypothesis, i.e., that youth enrolled in an occupational program would have a higher rate of Reserve potential than youth enrolled in a college transfer program. Although a minor difference was noted, the difference did not achieve statistical significance.

Complete results appear in Table 41.

Table 41

RESERVE/NATIONAL GUARD POTENTIAL
BY DEMOGRAPHIC CHARACTERISTICS

	Plan to Join	Probably Not Join	Definitely Not Join	Don't Know
Total	11	42	32	15
Age				
17-19 years	12	47	26	15
20-21 years	12	37	37	14
22-24 years	9	34	43	14
Race				
White	9	43	33	15
Nonwhite	21	32	32	15
Education				
12 years or less	12	45	28	15
13 years	11	45	30	14
14 years	9	36	43	12
15 years or more	9	34	35	22
Program Emphasis				
College Transfer	11	42	31	16
Occupational	15	41	31	13
Both	6	51	23	20
Other	12	30	52	6
Mental Ability				
Top 26%	6	39	40	15
Next 28%	7	49	32	12
Next 27%	15	41	29	15
Bottom 19%	18	36	29	17
Family Income				
$20,000 or more	8	47	33	12
$15,000-$19,000	16	39	29	16
$10,000-$14,999	12	49	28	11
Less than $10,000	10	38	36	16
Navy Contact				
Any	10	47	31	12
None	9	42	33	16
Don't Know	13	36	34	17
Employment Status				
Full-time	6	43	33	18
Part-time	13	43	31	13
Not Employed	10	40	34	16

a. Timing of Enlistment

Most potential Reservists/National Guard members do not have plans to join in the immediate future. When asked when they planned to join, the majority (82%) said: "at some time in the future." See Table 42.

Table 42

TIMING OF RESERVE AFFILIATION

Timing of Enlistment	Percent[a]	Percent of Total
Within the next 6 months	9	1
6 months to a year	9	1
At some future time or when eligible or don't know	82	9
	100%	11%

[a] BASE: Those who would definitely or probably join.

b. Service Preference

Each youth was asked: "If you were to join the Reserves, what branch of Service would you join?" The most popular branches of service were the Naval Reserve (17%) and the Air Force Reserve (17%). The Air Force National Guard was chosen by another 12%. See Table 43.

These results agree in general with the findings of the 1971 to 1973 Gilbert youth attitude surveys (Goral and Lipowitz, 1974, p. 45). In those surveys, the more popular options were the Naval Reserve and the Air Force Reserve.

Table 43

SERVICE PREFERENCE: RESERVE	
Branch of Service	Total Sample
Army National Guard	8
Army Reserve	7
Naval Reserve	17
Air Force National Guard	12
Air Force Reserve	17
Marine Corps Reserve	6
Coast Guard Reserve	16
No preference	6
Don't know	11
	100%

Several demographic correlates of service preference were found. The Army National Guard/Reserve was much more popular with 17-19 year olds (18%) than with 22 24 year olds (10%). The Army was also more popular with youth of average or lower mental ability.

The Naval Reserve was more popular with whites (18%) than non-whites (11%). The Naval Reserve was less popular with youth with 15 years of education, but this may be an artifact of this study due to the small sample size (N = 65) in this segment.

The Naval Reserve was more popular among youth with prior Navy recruiter contact (25%) than among youth with no prior contact (13%).

There were no differences in service preference as a function of program emphasis, employment status, or family income. Complete results appear in Table 44.

Table 44

SERVICE PREFERENCE
BY DEMOGRAPHIC CHARACTERISTICS

	Army[a]	Navy	USAF[a]	USMC	USCG	None/ Don't Know
Total	15	17	29	6	16	17
Age						
17-19 years	18	18	26	7	15	16
20-21 years	12	17	32	5	16	18
22-24 years	10	19	30	3	18	20
Race						
White	14	18	28	6	17	17
Nonwhite	17	11	35	5	13	19
Education						
12 years or less	16	20	26	4	16	18
13 years	17	17	31	7	12	16
14 years	10	19	28	7	19	17
15 years or more	11	8	33	5	15	18
Program Emphasis						
College transfer	14	17	29	8	16	16
Occupational	15	19	29	2	18	17
Both	13	20	16	6	14	21
Other	15	18	33	--	16	18
Mental Ability						
Top 26%	11	21	30	3	17	18
Next 28%	13	15	31	7	16	18
Next 27%	18	20	23	5	16	18
Bottom 19%	17	14	34	9	13	13
Family Income						
$20,000 or more	15	19	32	7	16	11
$15,000-$19,999	15	16	26	6	21	16
$10,000-$14,999	17	14	31	5	14	19
Less than $10,000	14	18	25	0	17	20
Navy Contact						
Any	16	25	27	5	15	12
None	14	13	31	7	17	18
Don't Know	14	16	29	5	15	21
Employment Status						
Full-time	7	24	22	--	17	30
Part-time	16	16	32	6	15	15
Not Employed	14	18	27	7	17	17

[a] Category includes both National Guard and Reserve.

6. Overlap in Recruitment Propensity

The male junior college enrollee poses both an opportunity and a challenge in recruitment, since the same student could be hypothetically eligible to become either an officer (given additional college education) or an enlisted man (Regular or Reserve). The previous sections document the interest of the junior college student in each of these several options taken separately. This section attempts to clarify their preferences for military service.

A series of additional analyses were made to determine differential preference for:

- Service as an Officer versus an Enlisted Man; and
- Service on Active Duty versus in the Reserve.

Results for each analysis are presented separately below.

a. Preference for Being an Officer or an Enlisted Man

Each junior college student was asked this hypothetical question: "If you were to enter the military services, would you enter as an officer or an enlisted man?" Some 55% selected the officer option, while 31% selected the option of being an enlisted man.[1/]

Differences in preference were found as a function of certain demographic variables, e.g., education, family income, mental ability, and program emphasis (college transfer or occupational). Youth enrolled in college transfer programs preferred to be an officer at a much higher rate (65%) than did youth enrolled in occupational programs (36%). This finding supports the hypothesis that college transfer enrollees are more likely to possess officer recruitment potential than are youth in occupational programs. This hypothesis was also sustained by the direct question on intentions-to-join the service as an officer (see Section III.C.4.).

1/ To test the validity of this preference, each youth was asked if he could tell the difference between an officer and an enlisted man. In the total sample, 89% claimed to know the difference.

Higher preferences for the officer force were reported by youth of high mental ability, more years of completed education, and youth from families with higher annual incomes. See Table 45.

Table 45

PREFERENCE: OFFICER OR ENLISTED MAN;
BY MENTAL ABILITY, EDUCATION, PROGRAM EMPHASIS AND INCOME

	Officer	Enlisted Man	No Preference	Don't Know
Total	55	31	6	8
Mental Ability				
Top 26%	60	24	8	8
Next 28%	58	30	4	8
Next 27%	54	31	6	9
Bottom 19%	45	41	7	7
Education				
12 years or less	45	36	10	9
13 years	58	30	4	8
14 years	62	28	3	7
15 years or more	69	19	6	6
Program Emphasis				
College Transfer	65	24	4	7
Occupational	36	48	6	10
Both	48	36	9	7
Other	49	33	9	9
Family Income				
$20,000 or more	63	26	4	7
$15,000-$19,999	54	35	6	5
$10,000-$14,999	52	34	7	7
Less than $10,000	50	32	8	10

There were no statistically significant differences as a function of age, race, or prior contact with a Navy recruiter.

b. Preference for Active Duty or the Reserve

Preference for the Active Force or the Reserve was assessed in two ways:

- Preference (total sample)
- Intention-to-join or enlist (potential enlistees only)

The results provide complementary information.

b.1. Preference

Each student was asked: "If you had to choose between the Active Force and the Reserve or National Guard, would you enlist in the Active Force or join the Reserve or National Guard?" The majority selected the Reserve/National Guard (56%) over the Active Force (31%). The remainder expressed no preference (13%).

b.2. Intention-to-Join

The extent of overlap in enlistment potential for the Regular Force and Reserve/National Guard was determined for only those youth who said they would enlist in the Regular Force (10%) and/or join the Reserve/National Guard (11%). See Figure 2.

Amount of Overlap in Enlistment Potential for the Regular Force and the Reserve/National Guard

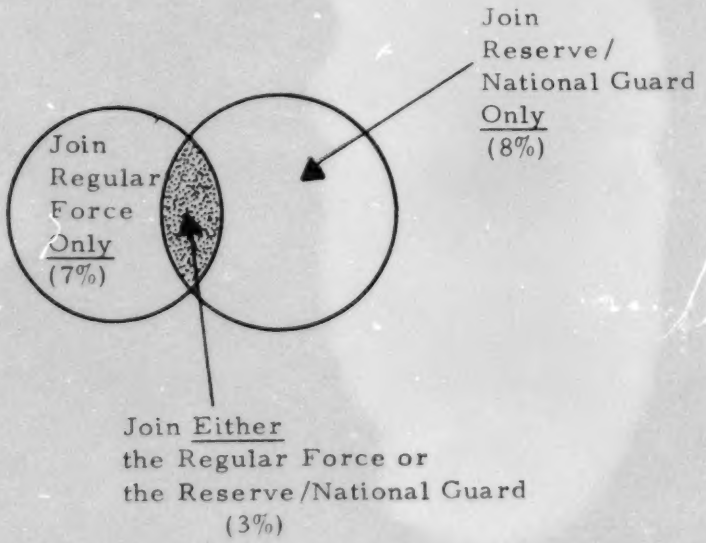
Join Reserve/ National Guard Only (8%)
Join Regular Force Only (7%)
Join Either the Regular Force or the Reserve/National Guard (3%)

Figure 2

While 7% of the total sample reported enlistment potential for the Regular Force only, 8% of the total sample reported the possibility of joining only the Reserve or National Guard. The overlap of men willing to join either the Regular Force or the Reserve/National Guard was 3%. This high degree of overlap suggests that an element of competition may be inherent in attempts to recruit men into the Regular Force or the Reserve/National Guard. Since the Reserve is more popular in the total sample (see Section b.1. above), the recruitment of this important 3% into the enlisted force may be a challenge.

Recruitment Implications

The survey findings suggest that a potential market for military recruiting exists among male, junior college students. Indeed, there may be a variety of separate markets, i.e., one market for officer applicants, one market for enlisted men (active duty), and yet another market for the Reserve.

Contrary to hypothesis and to the results of other studies of civilian youth, demographic characteristics are not substantially related to the potential for joining the military service as an officer or enlisted man. Instead, recruitment of these students may be more complex, i.e., involving attitudinal or psychographic considerations.

III. D. REASONS FOR ENLISTMENT

Each youth was presented with a structured list of reasons for joining the military service, and another list of reasons for joining the Reserve. In each case, the objective was to determine the most popular reasons and to compare these answers to results of other youth attitude surveys. Reasons for <u>not</u> wanting to join the service were also explored.

The most popular reasons for enlisting were: (1) choice of branch of service; (2) learning a trade or skill applicable to civilian life; and (3) the opportunity for special professional/technical training. The most popular reasons for Reserve affiliation were: (1) educational benefits; and (2) training in skills that can be used in civilian life. These findings agreed with the results of previous civilian youth attitude surveys.

Objections to military service tended to be very specific. One reason for not joining the Reserve appears to be the attitude that comparable paying civilian employment (part-time or over-time) could be found.

1. The Active Force

a. Positive Reasons

Each student was asked to review a list of reasons which influence the decision to enter the service, and to indicate whether each reason possessed a strong influence, some influence, or no influence. The reasons most frequently stated as "Very Important" were:

- Choice of branch of service
- Learning a trade or skill valuable in civilian life
- The opportunity for special professional/technical training
- Travel, excitement, and new experiences
- The opportunity for advanced education and training
- The opportunity to retire after 20 years with 50% of base pay

Other reasons were less popular, e.g., patriotism, cash and noncash compensation (benefits), an enlistment bonus, etc. See Table 46.

There was general agreement between this survey and previous youth surveys with respect to the appeal of various reasons for enlistment. In a review of the early Gilbert youth attitude surveys, the most popular reasons were: (1) choice of branch of service; (2) learn a trade or skill valuable in civilian life; and (3) travel, excitement and new experiences (Fisher, 1972B).

b. Negative Considerations

In this survey, each youth who reported that he did not plan to join the military service (either as an officer or as an enlisted man) was asked: "What are your major reasons for not wanting to join the Military Service?" The reasons were content analyzed. The first reasons cited tended to reflect concern with "fate-control" (autonomy) or conflict with previous plans. However, the responses were highly idiosyncratic, with no more than 12% of the reasons appearing under any single content category. Most reasons were cited by only 2-3% of the respondents. See Table 47.

Table 46

REASONS FOR ENLISTMENT

REASONS	Very Important	Somewhat Important	Not Important	Don't Know
I want my choice of branch of Service	57	25	17	1
To learn a trade or skill that would be valuable in civilian life	44	30	25	1
Opportunity for special professional/ technical training	42	36	21	1
For travel, excitement, and new experiences	38	41	20	1
I want an opportunity for advanced education and training	37	36	26	1
Opportunity to retire after 20 years of service with 50% of your base pay	35	32	31	2
Benefits such as room and board, medical care, and training	29	41	29	1
Pay and allowances	28	37	34	1
To become more mature and self-reliant	26	33	39	2
I want to qualify for the G.I. Bill	24	30	44	2
To serve my country	22	44	31	3
Career opportunities in the military look better than in civilian life	22	32	42	4
Status and prestige of being an officer	16	35	47	2
To get a bonus for enlisting	16	28	54	2
The influence of parents, other relatives, or friends	8	24	66	2
I want to leave some personal problems behind me	3	14	79	4

Table 47

NEGATIVE CONSIDERATIONS IN ENLISTMENT

First Reason Citied for Not Wanting to Join the Service	Youth Who Do Not Plan to Join the Military Service[a]
Have other plans/don't want to upset my plans	12
Suppress individual freedom	9
Conscientious objector	8
Don't care for it	7
Can't accept military discipline	6
Military doesn't offer the fields I'm interested in	3
I'm 4-F/have medical excuse	3
Dissatisfaction with internal operations of military	3
Commitment too long	3
Being away from home/dislike moving around	2
Would go if needed/ if we were at war/if threatened	2
Object to U.S. foreign policy	2
Dissatisfied with our government	2
Risk involved	1
Can't get out if you don't like it	*
Low pay	*
Other answers	3
Don't know/no answer	*

[a] Based on 66% of the total sample.

2. The Reserve Force

a. Positive Reasons

Each student was given a list of possible reasons for joining the Reserve. He was asked to indicate how important each was in his decision about joining the Reserves -- very important, somewhat important, or not important. The two most popular reasons were:

- Educational benefits; and
- Training in skills that could be used in civilian life.

Other reasons accorded less importance were to supplement income, association with friends, etc. See Table 48.

The results of the present survey agree with the results of previous youth surveys. In the initial Gilbert youth attitude surveys, the most popular inducements to Reserve affiliation were educational benefits, and training in skills applicable in civilian life (Fisher, 1972B).

b. Negative Considerations

To explore one possible reason why youth do not choose to join the Reserve, each student was asked: "Could you work overtime or get a part-time civilian job that paid you as much for weekend work as you could get for the same time spent in monthly Reserve meetings (about $50-$70)?" The majority (55%) said "Yes." Of the remainder, 31% said "No," and 14% were undecided.

Demographic analyses revealed that youth who felt they could get comparable civilian work were older, had completed more years of education, and had higher mental ability.

Recruitment Implications

The findings suggest that the same motivations for joining the military service (or the Reserve) which appeal to male youth-in-general also appeal to male, junior college students. Attempts to recruit these students would probably involve the use of these common reasons as advertising themes or appeals (see Section III. G for details and related research findings).

Table 48

REASONS FOR JOINING THE RESERVE

Reasons	Very Important	Somewhat Important	Not Important	Don't Know
Educational benefits	45	35	19	1
Training in skills that could be used in civilian life	42	35	22	1
Supplement income	30	45	23	2
Association with friends	21	39	38	2
Opportunity for advancement in the Reserves	17	38	43	2
An opportunity to work with equipment found only in the military -- ships, planes, guns, etc.	15	34	49	2
Patriotic duty	14	44	40	2
A chance to get away from home for 2 weeks each year	10	19	69	2

III. E. INCENTIVES TO ENLISTMENT IN THE NAVY

Each youth was asked questions that explored the appeal of various incentives to enlistment in the Navy. The questions addressed two areas:

- Existing/potential incentives to enlistment; and
- Selected Navy recruitment programs (officer and enlisted).

The most popular incentives included the G.I. Bill and a hypothetical early-release option. The most popular Navy recruitment programs were NROTC programs for officers.

It had been hypothesized that awareness of these programs and incentives would change the attitudes of junior college youth toward military service. This change in attitude did not occur.

1. Existing and Potential Incentives

Each student was asked to evaluate several possible incentives which might influence a person's attitude about the military service. He was told to assume the Navy offered each incentive, and to report whether each incentive made him think more favorably toward joining the Navy, less favorably toward joining the Navy,or did not make any difference. The most popular incentive was the early release option ("An option to get out of the Navy after six months if you are not satisfied, with no strings attached"). In total, 84% of the sample said this incentive would make them think more favorably about joining the Navy. This incentive was also the most popular incentive in the junior college survey conducted by Korman, et al (1973).

Other highly popular incentives in the present study included the G.I. Bill, an equal opportunity program applicable to pay and promotions, and a program to assist veterans in the transition to civilian employment. See Table 49.

An analysis was made of the relationship between endorsing these incentives and the likelihood of enlistment. In general, endorsement levels for youth who planned to enlist were not different from the endorsement levels of youth who say they will probably not enlist. The only exception involved the early release option. Youth who plan to enlist endorsed this incentive less often (75%) than did youth who say they will probably not enlist (91%). None of the differences involving other incentives were statistically significant.

However, there were some instances where the endorsement of an incentive varied directly with the extent of enlistment propensity from "plan to enlist" to "definitely not enlist," e.g., the equal opportunity (pay and promotion) incentive and "serving abroad on board a ship." For this reason, complete data relating endorsement of incentives to the degree of enlistment propensity is given in Table 50.

Table 49

SELECTED INCENTIVES TO NAVY ENLISTMENT

Incentive	Attitude Toward Joining the Navy		
	More Favorable	Less Favorable	No Difference/ Same
An option to get out of the Navy after 6 months if you are not satisfied, with no strings attached	84	7	9
After active duty the Navy pays you $270 a month for up to 4 years of education at the school of your choice	80	6	14
Promotions and pay based on ability, regardless of race, creed, or religion	70	10	20
After active duty the Navy helps you get started in a civilian job	67	8	25
A bonus of up to $2,000 for joining the Navy with some skill that is in short supply (for example, communications technicians)	66	13	21
Serving abroad on board a ship	37	28	35
After 3 years of active duty you become a member of a Naval Reserve unit in your home town area for 3 years (3+3)	20	45	35

Table 50

INCENTIVES TO NAVY ENLISTMENT RELATED TO ENLISTMENT PROPENSITY
(PERCENT: "MORE FAVORABLE TOWARD NAVY ENLISTMENT")

Incentives	Enlistment Potential			
	Plan To Join	Probably Not Join	Definitely Not Join	Don't Know
An option to get out of the Navy after 6 months if you are not satisfied, with no strings attached	75	91	80	84
After active duty the Navy pays you $270 a month for up to 4 years of education at the school of your choice	83	85	73	85
Promotions and pay based on ability, regardless of race, creed, or religion	82	73	62	79
After active duty the Navy helps you get started in a civilian job	74	73	59	73
A bonus of up to $2,000 for joining the Navy with some skill that is in short supply (for example, communications technicians)	71	69	61	70
Serving abroad on board a ship	52	40	32	38
After 3 years of active duty you become a member of a Naval Reserve unit in your home town area for 3 years (3+3)	28	20	18	22

NOTE: These percentages are not additive.

Selected demographic analyses were performed. The 3+3 incentive appealed to junior college youth characterized as follows: enrolled in an occupational program, 12 or 13 years of completed education, from families with annual incomes of $10,000-$14,999, and of lower mental ability. The civilian job transition incentive appealed to the younger junior college students (17-19 years of age) at a higher rate (74%) than it did to the older students aged 21-24 years (64%). The incentive of serving aboard ship appealed in particular to youth of high mental ability (43%) and youth from families with annual incomes in excess of $20,000 (45%).

The other incentives had no differential appeal as a function of respondent age, race, education, program emphasis, mental ability, or family income.

2. Navy Programs

Each youth was shown brief descriptions of seven Navy programs listed on individual cards and asked: "To what degree does this program interest you: very much, somewhat, or not at all?" Three of the programs were officer programs; the remainder were enlisted programs.

The programs are described below, paraphrasing the descriptions provided to the respondents. A "short title" is given for convenient reference in this report.

NAVY PROGRAM DESCRIPTIONS

	Program Descriptions (Paraphrased)	Short Title
1)	Become a Navy Officer: receive $100 a month while completing four years of college, take courses in Naval Science, earn a salary of about $9,000 the first year, with a three year obligation.	NROTC Subsistence Program
2)	Become a Navy Officer: receive two years of paid college education, take courses in Nuclear Propulsion, earn a salary of over $10,000 the first year, with a five year obligation.	NROTC Scholarship Program
3)	Become a Navy Officer: earn a salary of about $9,000 the first year after college graduation, with a three year obligation.	URL (Unrestricted Line Officer)
4)	Enter as an Enlisted Man: earn a salary of about $5,700 the first year, and qualify for a higher pay grade through credit for previous vocational training, with a four year obligation.	Lateral Entry (DPPO) Program[a]
5)	Enter as an Enlisted Man: receive training in one of 17 job areas, earn a salary of about $5,000 the first year, with a four, five, or six year obligation.	School Guarantee Program
6)	Enter as an Enlisted Man: receive 1 year of training in the Nuclear Field, earn a salary of $5,700 the first year, receive automatic promotions, special pay, and a reenlistment bonus up to $10,000, with a 6 year obligation.	NF Program
7)	Enter as an Enlisted Man: receive 1½ years training in the Advanced Electronics Field, earn a salary of $5,700 the first year, receive automatic promotions, special pay, and a reenlistment bonus up to $10,000, with a six year obligation.	AEF Program

[a] DPPO stands for the Direct Procurement Petty Officer Program.

The three programs that generated the highest level of extreme interest ("very much interest") were the officer programs. In particular, the youth were interested in officer programs which offer complete or partial financial support with the costs of attending a four-year college institution. See Table 51.

Table 51

SELECTED NAVY PROGRAMS

Navy Programs (Short-Title)	Degree of Interest			
	Very Much	Somewhat	Not At All	No Opinion
NROTC Subsistence	19	41	36	4
NROTC Scholarship	18	38	42	2
Unrestricted Line Officer (URL)	14	44	39	3
Lateral Entry (DPPO)	11	30	54	5
School Guarantee	9	29	57	5
NF	8	24	64	4
AEF	8	27	62	3

In general, interest in these programs was related to enlistment propensity. Youth who plan to enlist showed more positive interest in these programs than did youth who say they will probably not enlist. (The only exception involved the AEF program, where a difference was noted but did not achieve statistical significance.) See Table 52.

Table 52

RELATIONSHIP OF ENLISTMENT PROPENSITY TO INTEREST IN SELECTED NAVY PROGRAMS (PERCENT: "VERY MUCH INTERESTED")

Navy Programs (Short-Title)	Enlistment Potential			
	Plan to Join	Probably Not Join	Definitely Not Join	Don't Know
NROTC Subsistence	30	19	17	18
NROTC Scholarship	35	16	16	20
Unrestricted Line Officer (URL)	30	16	10	12
Lateral Entry (DPPO)	20	10	7	13
School Guarantee	23	8	5	11
NF	17	6	5	9
AEF	17	9	6	7

NOTE: These percentages are not additive.

Selected demographic analyses were performed. The NROTC subsistence program appealed more frequently to youth with 12-14 years of education (19-22%) than to youth who have already completed 15 or more years of education (11%).

The NROTC Scholarship program (fully paid college expenses) had highest appeal among youth in the lowest bracket of family income (27%).

The URL officer program had less appeal for youth in the top category of mental ability (12%) than youth in the bottom category (20%).

Among the enlisted programs, the lateral entry (DPPO) program appealed more to youth enrolled in occupational programs (22%) than to youth enrolled in college transfer programs (7%). A similar finding was noted for the School Guarantee program which appealed more to youth enrolled in occupational programs (15%) than youth enrolled in college transfer programs (6%). While the officer programs tended to appeal more to college transfer enrollees and the enlisted programs tended to appeal more to occupational enrollees, only the two differences noted above achieved statistical significance.

The DPPO program appealed more to youth reporting prior contact with a Navy recruiter (13%) than youth with no prior Navy recruiter contact (7%). However, both the DPPO program and the School Guarantee program appealed more frequently to youth in the bottom category of mental ability (19%) than in the top category (6-7%).

Although the differences were generally not statistically significant, these Navy programs tended to have more appeal for nonwhites than whites.[1/] The difference was statistically significant for the School Guarantee program, where the level of "very much interest" among nonwhites was 17% compared to 7% among whites.

Recruitment Implications

The previous results appear promising in terms of the identification of current programs and actual (or hypothetical) incentives to enlistment. However, caution in their use is recommended. In this survey, these youth were asked to compare military and civilian employment opportunities both before and after hearing descriptions of these programs and incentives. It was hypothesized that familiarity with these programs and incentives would make the military service more attractive to youth. This shift in attitude did not occur. These results raise some question about the validity of incentive preferences.

The fact that the appeal of incentives may be independent of the endorsement of reasons for enlistment which possess some known validity has been documented in a previous study (Fisher, et al, 1974C, p. 60-62). It may well be that youth endorse incentives in a very hypothetical manner in the context of survey research, and that the actual appeal of the programs and incentives is better evaluated in a field experiment rather than a survey.

1/ Only the NROTC Scholarship program appeared to appeal more to whites (19%) than nonwhites (16%), and this difference was not statistically significant.

III. F. RECRUITMENT CONSIDERATIONS

Various aspects of the recruitment process were examined to assist in the development of strategies for recruiting male junior college students. Specifically, the research examined:

- Past exposure to military information; and
- Student preferences in recruitment.

The majority of the sample reported some exposure to military recruiting information through the media and/or some form of contact with the military services. One-third reported some contact with a military recruiter, and 31% reported contact with a Navy recruiter.

More students preferred to talk to a Navy recruiter (54%) than read Navy recruiting literature (26%). Some 35% expressed a preference for talking to a recruiter who is an enlisted man; 31% preferred the recruiter to be an officer.

1. Exposure to Military Recruiting Information

The respondent's past exposure to military recruitment information was surveyed with respect to:

1) Type of media exposure;

2) Contact by recruiters in any one of the military services; and

3) Personal contact with a Navy recruiter.

a. Media Exposure

In the survey, several media were evaluated in terms of any reported recruiting information exposure. Each respondent was shown a card with various media and recruiter options listed on it and asked: "Which of these have exposed you to military recruiting information?"

The media most frequently cited were direct mail/post card (74%), television (58%), magazines (55%), posters (54%), and billboards (53%). Radio and newspapers were less frequently mentioned. Contact with a recruiter-in-person was mentioned by 33%. Results for each medium appear in Table 53.

Table 53

EXPOSURE TO RECRUITING MEDIA AND RECRUITERS

Media Options	Total Sample[a]
Direct Mail/Post Card	74%
Television	58%
Magazines	55%
Posters	54%
Billboards	53%
Other Recruiting Literature	44%
Radio	43%
Newspapers	34%
Recruiter in Person	33%
Recruiter by Telephone	25%
Other	8%
Don't Know	1%

[a] Exceeds 100% due to multiple mention.

Even though 74% of those interviewed had been exposed to military recruiting information by direct mail/post card, this form of exposure did not produce statistically significant results when comparing reported exposure of: (1) those youth who said they would definitely or probably enlist; and (2) those youth who said they would probably not enlist. The same comparison was made for the other media, and no statistically significant differences were found.

However, there was a significant difference in the mention of contact with the recruiter-in-person. The rate of mention of personal contact among potential enlistees was 47%, compared to only 34% mention among youth who say they will probably not enlist.

In fact, of the eleven categories of media and recruiter contact which were studied, personal contact by a recruiter was the only category that produced a statistically significant difference between the potential enlistees and those youth who say they will probably not enlist.

See Table 54.

Table 54

MEDIA/RECRUITER EXPOSURE AND ENLISTMENT PROPENSITY

Media Options	Enlistment Potential: Definitely or Probably Enlist	Enlistment Potential: Probably Not Enlist
Direct mail/post card	70	78
Television	53	56
Magazines	47	57
Posters	49	50
Billboards	45	51
Other Recruiting literature	47	46
Radio	39	38
Newspapers	25	31
Recruiter in person	47	34
Recruiter by telephone	25	28
Other	10	7
Don't know	2	*

NOTE: Results exceed 100% due to multiple mention.

b. Any Contact by the Military Services

Each youth was asked if any of the Military Services had contacted them in any manner: "Were you yourself ever contacted with regard to a possible enlistment by any of the Military Services, in any manner -- whether directly by them through either a mail, phone or personal contact or through your school or guidance counselor?" The majority reported some contact with the Military Services (73%). Of the remainder, 26% reported no contact, and only 1% responded "I don't know."

An unanticipated finding was observed when the results were analyzed, controlling on enlistment propensity. Youth who said they would probably not enlist reported a higher rate of contact with the military (81%) than did youth who planned to enlist (70%). However, these results were not replicated when the question specifically concerned the Navy recruiter (see below).

c. Contact by a Navy Recruiter

Survey respondents were asked two questions relating to Navy recruiter contact: "Were you ever contacted by a Navy recruiter?" and "When did you last talk to a Navy recruiter?"

In the total sample, 31% reported some prior contact with a Navy recruiter (the "don't know" rate was high -- 32%). See Table 55.

Table 55

CONTACT BY A NAVY RECRUITER

Navy Recruiter Contact	Total Sample
Yes, I was contacted	31
No, I was not contacted	37
Don't know	32
	100%

There was no statistically significant difference in the mention of Navy recruiter contact between potential enlistees (29%) and youth who say they will

probably not enlist (33%). Although the results are in the same direction as noted in the previous section ("any contact by the military services"), the difference observed for the Navy recruiter did not achieve statistical significance.

Of the 31% who reported prior contact with a Navy recruiter, 16% said that the contact occurred over one year ago. Some 11% reported contact in the last year. See Table 56.

Table 56

MOST RECENT CONTACT WITH A NAVY RECRUITER

Date of Last Recruiter Contact	Total Sample	Prior Navy Contact[a]
Contact within last year	11	35
Over one year ago	16	52
Don't remember	4	13
	31%	100%

[a]Base includes youth with Navy recruiter contact.

Recent Navy recruiter contact appears to be related to enlistment propensity. Among youth who report any Navy recruiter contact, those who plan to enlist or probably not enlist report higher rates of recent contact with a Navy recruiter (45-49%), than do youth who are undecided (31%) or who say they definitely do not plan to enlist (26%). See Table 57.

Table 57

NAVY RECRUITER CONTACT BY ENLISTMENT PROPENSITY

Date of Last Recruiter Contact	Definitely or Probably Enlist	Probably Not Enlist	Definitely Not Enlist	Don't Know
Contact within last year	49	45	26	31
Over one year ago	34	42	62	46
Don't remember	17	12	10	23
	100%	99%	98%	100%

NOTE: Base includes only those youth who report any Navy recruiter contact.

Since the sample sizes are very small in this analysis, caution is recommended in generalizing from the observed results.

2. Student Preferences in Recruitment

The respondent's preferences in recruitment were examined in terms of:

(1) Personal contact vs. impersonal contact (e.g., materials, literature, billboards, etc.);

(2) Contact with officer recruiters vs. enlisted recruiters; and

(3) Preferred site of recruitment activity.

a. Preferred Source of Navy Recruiting Information

Each youth was asked: "Suppose you wanted some information about the Navy, would you prefer to talk to a Navy Recruiter or to read Navy recruiting literature?" Respondents indicated a preference slightly greater than 2:1 in favor of talking with a Navy Recruiter as opposed to reading Navy literature. See Table 58.

Table 58

PREFERRED SOURCE OF NAVY INFORMATION

Response Options	Total Sample
Talk to a Navy Recruiter	54
Read Navy literature	26
Both of the above	5
Other	7
No opinion	8
	100%

The option of talking to a Navy recruiter was more popular among potential enlistees (65%) compared to youth who say they will probably or definitely not enlist, or who are undecided (50-54%). However, these differences did not achieve statistical significance.

In contrast, exposure to Navy literature was less popular among potential enlistees (14%) than among youth in other categories, i.e., those who say they do not plan to enlist or who are undecided (26-29%). Differences between potential enlistees and youth in these other categories were statistically significant.

Results appear in Table 59.

Table 59

PREFERRED SOURCE OF NAVY INFORMATION BY ENLISTMENT PROPENSITY

Preferred Source of Navy Recruiting Information	Enlistment Potential: Definitely or Probably Enlist	Probably Not Enlist	Definitely Not Enlist	Don't Know
Talk to a Navy Recruiter	65	54	50	53
Read Navy literature	14	26	29	28
Both	10	7	3	4
Other	5	7	9	5
No preference/opinion	6	6	9	10
	100%	100%	100%	100%

b. Preferred Site of Recruiting Contact

Each youth was asked: "Would you prefer to talk to the recruiter at the school, at a recruiting office, in your own home, or in the dormitory?" Although no one site was endorsed by the majority, a large percentage of

respondents preferred talking with the recruiter at the recruiting office (41%). This site was preferred almost 2:1 over the next most popular site (school). See Table 60.

Table 60

PREFERRED RECRUITING CONTACT SITE

Recruiting Site	Total Sample
Talk to at the Recruiting Office	41
Talk to at school	21
No preference	16
Talk to in my own home	14
Talk to in my dorm	1
Other	4
Don't know	3
	100%

There was also a small but substantial percentage of youth who preferred to talk to the recruiter in their own home (14%).

There was no relationship between enlistment propensity and the preferred site of recruiting contact.

c. Preference for an Officer or Enlisted Recruiter

Each youth was asked: "Should the recruiter be an officer or an enlisted man?" Respondents were almost equally divided as to whether the recruiter should be an officer (31%) or an enlisted man (35%). Only 7% expressed a desire to talk to both officer and enlisted recruiters. One quarter of the youth had no preference. Results appear in Table 61.

Table 61

PREFER OFFICER OR ENLISTED RECRUITER	
Recruiter Preference	Total Sample
Should be an enlisted man	35
Should be an officer	31
No preference	25
Both	7
Don't know	2
	100%

Preference for an officer or an enlisted recruiter was related to enlistment propensity. Those who say they will definitely or probably enlist preferred an officer recruiter (40%) at a higher rate than those who say they will probably not enlist (26%). Conversely, there was a statistically significant difference in the rate of preference for an enlisted recruiter between those who say they will definitely or probably enlist (24%) and those who say they will probably not enlist (36%). See Table 62.

Table 62

PREFER OFFICER OR ENLISTED RECRUITER BY ENLISTMENT PROPENSITY				
	Enlistment Potential			
Recruiter Preference	Definitely or Probably Enlist	Probably Not Enlist	Definitely Not Enlist	Don't Know
Officer	40	26	30	38
Enlisted Man	24	36	37	31
No preference	25	28	25	23
Both	10	8	5	8
Don't know	1	2	3	-
	100%	100%	100%	100%

Recruitment Implications

The following implications for recruitment are suggested by the findings in this chapter. First, personal contact with a recruiter appears to be more highly related to enlistment propensity than media exposure. Also, youth tend to prefer recruiter contact. However, the data suggest that not all recruiter contact is effective, i.e., either some recruiters may be contacting youth who are poor prospects, or they may in fact not convince some youth to enlist.

Second, recent contact with a Navy recruiter contact appears to be related to enlistment propensity. This suggests that efforts for follow-up contact with potential enlistees (even youth who may not plan to enlist) could increase the number of new recruits.

Finally, the data suggest that the recruiting team should contain at least one officer and one enlisted man. Although the results showed that only 7% of the respondents preferred to talk to both an officer and an enlisted man, over 30% expressed a preference for one or the other of these service representatives.[1/]

1/ If it is possible to assign only an officer or an enlisted man as a recruiter, the results argue for use of the officer recruiter. Those who plan to enlist express a preference for an officer recruiter.

III. G. ADVERTISING CONSIDERATIONS

This section presents results of analyses performed to identify:

1) Possible promising themes or appeals which could be employed in recruitment advertising;

2) Possible media which could be employed to reach target audiences of junior college students; and

3) Possible "influences", i.e., persons whose opinions on work and career choice influence the decisions of junior college students.

Further, the results of additional demographic analyses of enlistment potential are presented which complement information provided in the section on recruitment potential (Section III. C. 3).

The more promising themes or appeals involve the choice of branch of service, educational opportunities, travel, and to a lesser extent, military cash and noncash compensation (benefits, retirement policy, etc.).

These junior college youth reported heavy exposure to a variety of media, including magazines, newspapers, television, and radio. The frequency of watching TV and the readership of certain categories of magazines (flying and aircraft) were related to enlistment potential.

The major career influences were the parents and male peers of the junior college student. Youth who plan to enlist were more likely to mention as influences their mothers (75%) than their father (55%); and their male peers (58%) than their girlfriends (35%).

Certain additional demographic variables were found to be related to enlistment potential, e.g., parental occupation and the occupation of the junior college student.

1. Potential Advertising Appeals

a. Job Goals

An analysis was made to determine if endorsement of job characteristics varied by the degree of enlistment potential of the respondent. The analysis sought to determine if potential enlistees differed from youth who say they will probably not enlist, in terms of the extent to which they judge job goals to be extremely important (see Section III. B. 2. b for results for the total sample).

The analysis revealed that there were no statistically significant differences in the endorsement of some of the most popular goals:

- Guaranteed employment
- You would have direct responsibility for what you do
- Offers generous fringe benefits
- Doesn't involve just sitting at a desk
- Gives some direction to your life if you don't have any
- Involves talking with people
- Offers a free education
- Provides an opportunity to do increasingly difficult things.

Although slightly higher percentages of potential enlistees attributed extreme importance to these goals than did youth who say they will probably not enlist, the differences were not statistically significant.

Significant differences were found for the following job goals:

- A job which has prestige
- A job in which you can serve your country
- Gives you a chance to work with engines and machines.

In each case, potential enlistees judged these job characteristics extremely important at higher rates than did youth who say they will probably not enlist.

See Table 63.

Table 63

RELATIONSHIP OF ENLISTMENT PROPENSITY TO JOB/CAREER GOALS

(Percent: "Extremely Important")

Job/Career Goals	Enlistment Potential[a]	
	Plan to Join	Probably Not Join
Guaranteed employment	62	54
You would have direct responsibility for what you do	42	36
Generous fringe benefits	43	34
Doesn't involve just sitting at a desk	37	31
Gives some direction to your life if you don't have any	35	26
Involves talking with people	27	27
Offers a free education	34	24
Provides an opportunity to do increasingly difficult things	29	19
A job which has prestige	29	18
Allows you to maintain friendships	19	20
A job in which you can serve your country	22	7
Gives you a chance to work with engines and machines	17	7

[a]Percentages are not additive.

b. Reasons for Enlistment

An analysis was made to relate enlistment propensity to various reasons for enlistment. Each of the more popular reasons was found to be more highly endorsed by potential enlistees than by youth who say they will probably not enlist. See Table 64.

Table 64

RELATIONSHIP OF ENLISTMENT PROPENSITY TO ENDORSEMENT OF MAJOR REASONS FOR ENLISTMENT

(Percent: "Very Important")

Selected Reasons[a]	Enlistment Potential: Plan to Join	Enlistment Potential: Probably Not Join
I want my choice of branch of Service	82	58
To learn a trade or skill that would be valuable in civilian life	65	46
Opportunity for special professional/ technical training	65	39
For travel, excitement, and new experiences	55	39
I want an opportunity for advanced education and training	63	34
Opportunity to retire after 20 years of service with 50% of your base pay	55	34
Benefits such as room and board, medical care, and training	47	27
Pay and allowances	48	28

[a]All other reasons judged "very important" by 26% or less. Percentages are not additive.

The previous results suggest that a variety of different appeals could be developed for recruitment advertising to junior college students. As noted in a previous section, the same reasons for enlistment which appeal to general samples of youth appeal to junior college students (see Section III. D. 1. a). These reasons concern choice of branch of service, educational opportunities, travel, and to a lesser extent, military cash and noncash compensation (benefits, retirement policies, etc.).

These more popular reasons are consistent with many of the characteristics of the ideal job (civilian or military), i. e., some guarantee of employment, generous fringe benefits, an active job (not sitting at a desk), etc. Thus, it appears that recruitment appeals could be developed to communicate aspects of Navy life which are consistent with these job goals (and military expectations) of junior college students.

2. Media Exposure

Each respondent was asked questions to estimate his exposure to different forms of advertising media. The objective of these questions was to determine the types and level of media exposure in the junior college market.

Overall, these youth report a high degree of media exposure.

a. Magazines

Each youth was presented with a list of magazine categories and asked: "Which of these magazines have you either read or looked into during the past 6 months?" The most popular magazines were: weekly news magazines (68%), general sports magazines (64%), male-oriented magazines (58%), and general interest magazines (57%). Only three percent (3%) of the youth said they read none of the magazines in the listed categories. See Table 65.

Table 65

RECENT MAGAZINE EXPOSURE
(LAST 6 MONTHS)

Categories of Magazines	Percent of Respondents[a]
Weekly news magazines (Time, Newsweek)	68
General sports magazines	64
Male-oriented magazines (Playboy, etc.)	58
General interest magazines (Reader's Digest, etc.)	57
Car & motorcycle magazines	51
Stereo & record magazines	50
General science & mechanics magazines	43
Hunting & fishing magazines	39
Business magazines (Fortune, Business Week, etc.)	27
Flying & aircraft magazines	23
Farming/agriculture magazines	14
Black-oriented magazines (Ebony, Encore, etc.)	14
None of the above	3

[a] Multiple mention permitted.

The relationship of enlistment propensity to magazine readership was studied. For most of the magazine categories, there were no statistically sig-

nificant differences in levels of readership between potential enlistees and youth who said they would probably not enlist.

Two interesting exceptions were found. A greater percent of potential enlistees (40%) were likely to read flying and aircraft magazines than were those who said they would probably not enlist (24%). A lesser percent of potential enlistees (59%) claimed to have read weekly news magazines than did those youth who said they would probably not enlist (72%). The findings for both of these magazine categories were statistically significant.

All of the youth who said that they plan to enlist indicated that they read one or more of these magazines in the last 6 months. See Table 66.

Table 66

RECENT MAGAZINE EXPOSURE
BY ENLISTMENT PROPENSITY

Categories of Magazines[a]	Definitely or Probably Enlist	Probably Not Enlist	Definitely Not Enlist	Don't Know
Weekly news magazines (Time, Newsweek)	59	72	69	66
General sports magazines	61	66	62	68
Male-oriented magazines (Playboy, etc.)	49	56	61	62
General interest magazines (Reader's Digest, etc.)	60	63	51	60
Car & motorcycle magazines	63	54	46	52
Stereo & record magazines	46	46	53	50
General science & mechanics magazines	52	49	39	37
Hunting & fishing magazines	39	45	31	46
Business magazines (Fortune, Business Week, etc.)	28	28	24	32
Flying & aircraft magazines	40	24	19	22
Farming/agriculture magazines	16	15	12	14
Black-oriented magazines (Ebony, Encore, etc.)	16	9	16	18
None of the above	-	5	4	1

[a]Multiple mention permitted.

b. Newspapers

b.1 School Newspapers

Respondents were asked questions about their school newspaper. They were asked: "Does this school have a newspaper," and "Do you read the school newspaper?" Ninety percent (90%) of the sample reported that their school has a newspaper,[1/] and of this category, seventy-five percent (75%) claimed to read the school newspaper.

There was no statistically significant difference between potential enlistees and those who say they will not enlist in terms of their rates of reported readership of their school newspapers.

b.2 Nonschool Newspapers

Respondents were asked: "Do you read other (nonschool) newspapers," and "How often do you read a daily newspaper? How many times a week?" Ninety-four percent (94%) of the students reported that they read newspapers other than their school newspapers. Of those who read a nonschool newspaper, seventy-nine percent (79%) read it 3 times a week or more. Fifty-one percent (51%) claim to read such newspapers daily.

There was no statistically significant difference between potential enlistees and those who say they will probably not enlist as a function of frequency of newspaper readership.

c. Television

Each respondent was asked: "About how many days in a week do you watch television?" Thirty-eight percent (38%) of the students report watching television daily; only six percent (6%) claim they do not watch television at all. Almost two-thirds of the students watch TV four or more days per week. See Table 67.

1/ This estimate is provisional, since only 20 junior colleges were surveyed in this study. The extent to which school newspapers are an available media at other community and junior colleges was not determined.

Table 67

REPORTED FREQUENCY OF WATCHING TV	
Number of Days Per Week TV Is Watched	Total Sample
Four days or more	63
Three days or less	30
Don't watch	6
No answer	1
	100%

Potential enlistees watch television more often than do youth who say they will probably not enlist or definitely not enlist. There is a statistically significant difference in frequent viewing (4 or more days per week) between potential enlistees and those who say they will probably or definitely not enlist. See Table 68.

Table 68

REPORTED FREQUENCY OF WATCHING TV BY ENLISTMENT PROPENSITY				
Number of Days Per Week TV is Watched	Definitely or Probably Enlist	Probably Not Enlist	Definitely Not Enlist	Don't Know
Four days or more	73	62	61	63
Three days or less	26	37	39	36
No answer	1	1	*	1
	100%	100%	100%	100%

d. Radio

Each student was asked: "How many days in a week do you listen to the radio?" Seventy-six percent (76%) of the respondents report listening to the radio daily, and eighty-eight percent (88%) listen to the radio four or more days a week. See Table 69.

Table 69

REPORTED FREQUENCY OF RADIO LISTENING

Number of Days Per Week of Radio Listening	Total Sample
Four days or more	88
Three days or less	11
No answer	1
	100%

There was no statistically significant difference between potential enlistees and those who say they will probably or definitely not enlist in terms of reported frequency of listening to the radio.

3. Influences in Career Choice

Every youth in the sample was asked the following question: "Some young men discuss their job choices with different people. Which of the people listed on this card, if any, have you ever discussed your job or career plans with?" In the total sample, the major influences were: mother (73%), father (67%), and male peers (61%). Other important categories of influences were girlfriends (49%), and adult relatives or friends other than parents (49%). See Table 70.

Table 70

INFLUENCES IN CAREER CHOICE

Response Options	Total Sample[a]
Mother	73
Father	67
Male friends, my age	61
Other adult relatives or friends	49
Girlfriends	49
Teacher(s)	45
Guidance counselor/school counselor/placement counselor	44
Brothers	36
Sisters	26
Boss/employer	23
Coaches	13
Minister/Priest/Rabbi	7

[a]Responses exceed 100% because multiple responses are permitted.

The mention of various influences was found to be related to enlistment propensity. Youth who plan to enlist were more likely to mention as influences their mother (75%) than their father (55%); and their male peers (58%) than their girlfriends (35%).

Further, youth who plan to enlist were less likely to mention their father as an influence (55%) than were youths who say they will probably not enlist (71%). Youth who plan to enlist were also less likely to mention their girlfriends as a career influence (35%) than youth who say they will probably not enlist (51%). In addition, youth who plan to enlist were less likely to name their sisters as a job influence (19%) than youth who say they will probably not enlist (30%). Finally, students who plan to enlist were less likely to cite other adult relatives or friends as a career influence (36%) than were students who say they will probably not enlist (48%).

There were no statistically significant differences between youth who plan to enlist and those who say they will probably not enlist in their citing the following as influences: mother, teachers, male peers, counselors, employers, coaches, and religious leaders. See Table 71.

Table 71

INFLUENCES IN CAREER CHOICE BY ENLISTMENT PROPENSITY

Response Options[a]	Enlistment Potential			
	Plan to Enlist	Probably Not Enlist	Definitely Not Enlist	Don't Know
Mother	75	76	69	75
Father	55	71	67	67
Male friends, my age	58	59	64	58
Other adult relatives/friends	36	48	54	48
Girlfriends	35	51	53	41
Teacher(s)	51	46	45	39
Guidance counselor/school counselor/placement counselor	46	49	40	47
Brothers	35	35	37	37
Sisters	19	30	25	26
Boss/employer	22	24	24	21
Coaches	12	13	12	18
Minister/Priest/Rabbi	8	7	7	10

[a]Multiple responses were permitted

4. Demographics

The following demographic analyses were made, controlling on enlistment potential: marital status, number of dependents, total annual family income (1974), distance from home and school, attendance at local high school, education, employment history, chief wage earner in parent's family, parent's occupation, occupation of respondent, total annual college expenses, military service of father, and military service of brother(s).

Most of the analyses showed no significant difference in enlistment potential as a function of the demographic variable under study. The following variables had no differences of statistical significance: marital status, number of dependents, total annual family income (1974), distance from home and school, attendance at local high school, education, employment history, identity of chief wage earner, and military service of father and brother(s).

In contrast, certain demographic variables relate to enlistment potential. These variables were parental occupation, occupation of respondent and annual college expenses. These data are presented and discussed. Data on the military experience of the father and brother is also provided.

Parental Occupation

Although the identity (father, mother) of the chief wage earner in the parents family showed no significant relationship to enlistment potential, a difference in the mention of one category of occupation of the parent did achieve statistical significance. There was a lower percentage of parents employed as managers, officials, and proprietors among youth who plan to enlist (10%) than among youth who say they will probably not enlist (19%) or definitely not enlist (22%). Conversely, youth who say that they plan to enlist appeared more likely to mention their parent's occupation as clerical or craftsmen/foremen; but these differences did not achieve statistical significance. See Table 72.

Table 72

PARENTAL OCCUPATION BY ENLISTMENT PROPENSITY

Parental Occupation [a]	Enlistment Potential: Definitely or Probably Enlist	Probably Not Enlist	Definitely Not Enlist	Don't Know	Total
Farmers	4	3	2	3	3
Managers, Officials & Proprietors	10	19	22	16	19
Clerical	17	9	9	5	9
Sales workers	4	8	5	5	6
Craftsmen, Foreman	21	12	15	23	16
Operatives	4	6	8	12	7
Service workers	2	6	6	8	6
Laborers (exc. farm)	6	3	3	3	3
Retired/Widow	10	8	5	5	6
Professional, Technical	18	20	21	17	20
Unemployed, on Relief, Laid off	2	3	1	-	2
No answer	1	2	2	2	2
	99%	99%	99%	99%	99%

[a]Data have been percentaged. Base: Wage earner in family other than respondent.

Occupation of Respondent

An analysis of the occupational categories of the respondent revealed one occupation which had a significant difference in terms of enlistment potential. Youth employed as service workers were more prevalent among those who plan to enlist (30%) than among those who will probably not enlist (19%). See Table 73.

Table 73

OCCUPATION OF RESPONDENT
BY ENLISTMENT PROPENSITY

Respondents Occupation[a]	Enlistment Potential: Definitely or Probably Enlist	Probably Not Enlist	Definitely Not Enlist	Don't Know	Total
Farmer	-	5	2	-	2
Manager, Official & Proprietor	2	2	3	7	3
Clerical	16	12	12	7	12
Sales workers	10	10	14	19	14
Craftsmen, Foremen	11	14	15	7	14
Operatives	18	19	14	9	16
Service workers	30	19	22	26	22
Laborers (exc. Farm & Mine)	7	9	8	15	9
Professional, Technical	7	10	8	9	9
No answer	-	*	2	-	*
	101%	100%	100%	99%	101%

[a]Data have been repercentaged. Base: respondents employed full-time or part-time only.

College Expenses

There were statistically significant differences between youth in the "probably enlist" and the "probably not enlist" categories in both the "less than $1,000" college expense range and the "$1,000-$1,499" range. Forty-eight (48%) percent of the potential enlistees report spending less than $1,000 compared to 63% of those who probably will not enlist. In contrast, youth who will probably enlist were more likely to spend between $1,000-$1,499 (25%) than were students in the "probably not enlist" category (13%). In summary, potential enlistees were less likely to spend under $1,000 and more likely to spend between $1,000-$1,499 than were those who would probably not enlist. See Table 74.

Military Service of Fathers and Brothers

Approximately 74% of the total sample reports that their fathers have had some military experience. A larger percentage of youth who would probably enlist have fathers presently in the military service (6%) compared to youth who would probably not enlist (1%). However, this difference was not statistically significant. Conversely, a larger percentage of youth who say they will probably not enlist have fathers who "served, but are not serving now" (74%) compared to youth who plan to enlist (64%). However, this difference is not statistically significant, and the two findings are compensatory, when combined.

Approximately 19% of the total sample report that they have brothers with military experience. However, there was no statistically significant difference between those who plan to enlist and those who say they will probably not enlist with respect to their mention of a brother(s) in the military service.

Table 74

TOTAL ANNUAL COLLEGE EXPENSES
BY ENLISTMENT PROPENSITY

Range of Amounts	Enlistment Potential: Definitely or Probably Enlist	Probably Not Enlist	Definitely Not Enlist	Don't Know	Total
Less than $1,000	48	63	61	53	59
$1,000-$1,499	25	13	14	16	15
$1,500-$1,999	6	9	6	10	7
$2,000 $2,499	9	5	7	8	6
$2,500-$2,999	1	2	3	2	3
$3,000-$3,499	1	2	3	4	3
$3,500 or more	5	3	3	3	3
Refused	5	3	3	4	4
	100%	100%	100%	100%	100%

Recruitment Implications

The more promising advertising themes or appeals involve the choice of branch of service, educational opportunities, travel, and to a lesser extent, military cash and noncash compensation (benefits, retirement policy, etc.). Indeed, the survey results suggest that the same motivations for joining the military service (or the Reserve) which appeal to male youth-in-general also appeal to male, junior college students. Attempts to recruit these students could employ these common reasons as advertising themes or appeals (See Section III. D for comparative data). An added emphasis of career counseling might be appropriate (See Section III. B. 2).

In terms of media exposure, the majority of junior college students report exposure to a variety of media, including magazines, newspapers, television and radio. Presumably these youth could also be reached through advertising directed at their parents. This approach seems promising, since the majority live at home, and attribute influence to their parents in their selection of a job and a career.

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APPENDIX A
QUESTIONNAIRE

51282

Office of Management and Budget
Approval No.: 045S75002
Expires: June 1975

(MALE) COMMUNITY AND JUNIOR COLLEGE SURVEY

Hello, I'm _____ of Opinion Research Corporation of Princeton, New Jersey. We are interested in finding out how young people feel about college and the military service. The information you give me will be used on an anonymous basis only.

First of all . . .

1. How old are you as of your last birthday? (INTERVIEWER: IT IS ABSOLUTELY NECESSARY TO OBTAIN THIS INFORMATION.)

1 17 YEARS OR LESS
2 18 YEARS
3 19 YEARS
4 20 YEARS
5 21 YEARS
6 22 YEARS
7 23 YEARS
8 24 YEARS
9 25 YEARS OR OLDER/REFUSED → DISCONTINUE INTERVIEW

2. Have you ever served in the Armed Forces or are you in the Reserves or National Guard or are you in ROTC, ROC, AVROC, PLC or any other college military officer training program?

1 NO
2 YES/REFUSED → DISCONTINUE INTERVIEW

3. How many years of school have you completed?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
17 REFUSED

4. What year of junior college are you in? Are you Freshman, Sophomore, or what?

1 FRESHMAN
2 SOPHOMORE
3 SPECIAL
4 UNCLASSIFIED
5 OTHER (Specify) _____
6 NO OPINION
7 REFUSED

5. How many total hours of college credit have you earned? (PROBE FOR SEMESTER OR QUARTER HOURS.)

1 SEMESTER HOURS _____
2 QUARTER HOURS _____
3 DON'T KNOW

6. Is your school on quarter or semester hours?

1 QUARTER HOURS
2 SEMESTER HOURS
3 OTHER (Specify) _____

7a. How many courses are you now taking? (CIRCLE NUMBER BELOW.)

1 2 3 4 5 6 7 8 9

7b. How many semester (quarter) hours is this?

1 LESS THAN 3
2 3 TO 5
3 6 TO 8
4 9 TO 11
5 12 TO 14
6 15 TO 19
7 20 OR OVER

HAND RESPONDENT CARD A

8. Which of these comes the closest to being your present major? Just give me the number on the card.

_____
WRITE IN CODE NUMBER

9. Now, as I read some specific areas of study, tell me how many courses you have taken in any of them? (READ ANSWER CATEGORIES AND WRITE IN NUMBER.)

1 DIETETICS ..... ___
2 BUSINESS AND COMMERCE ..... ___
3 DATA PROCESSING ..... ___
4 MERCHANDISING AND SALES... ___
5 SECRETARIAL SCIENCE..... ___

6 DENTAL HYGIENE ..... ___
7 MEDICAL TECHNOLOGY ..... ___
8 MORTUARY SCIENCE..... ___
9 NURSING ..... ___
10 OCCUPATIONAL THERAPY.... ___

11 PHYSICAL THERAPY ..... ___
12 X-RAY TECHNOLOGY..... ___
13 RADIO-TV COMMUNICATIONS..... ___
14 AVIATION..... ___
15 CONSTRUCTION..... ___

16 DRAFTING ..... ___
17 ELECTRICITY AND ELECTRONICS.. ___
18 INDUSTRIAL ARTS..... ___
19 METAL AND MACHINE..... ___
20 MECHANICAL..... ___

21 OTHER TRADE (Specify) ..... ___

TAKE BACK CARD A

10. What kind of a degree or certificate are you studying for (at this college)?

1 ASSOCIATE DEGREE IN _____
2 CERTIFICATE IN _____
3 NEITHER/NONE OF THE ABOVE
4 REFUSED

11. Are you enrolled in a college transfer program, or in an occupational program, or are you taking courses in both programs?

1 COLLEGE TRANSFER PROGRAM (ACADEMIC/PREPARATION)
2 OCCUPATIONAL PROGRAM (CAREER-ORIENTED/VOCATIONAL)
3 TAKE COURSES IN BOTH PROGRAMS
4 TAKE OTHER COURSES
5 DON'T KNOW

12. As I read you several statements, please tell me which of these describe your present status. Answer "Yes" or "No" to each statement.

Circle one number for each statement	YES	NO	DON'T KNOW
I have been accepted by a four-year school	1	2	3
I have applied for admittance to one or more four-year schools	1	2	3
I have applied for financial aid to attend a four-year school	1	2	3
I am seeking a job where I can apply my vocational training	1	2	3
My vocational training applies to my present job	1	2	3

HAND RESPONDENT CARD B

13. Would you look at this card and tell me what is the highest level of education you realistically expect to complete?

1 GO THROUGH SOME HIGH SCHOOL BUT NOT COMPLETE
2 GRADUATE FROM HIGH SCHOOL
3 ATTEND A TRADE OR VOCATIONAL SCHOOL BEYOND HIGH SCHOOL
4 COMPLETE A TRADE OR VOCATIONAL SCHOOL BEYOND HIGH SCHOOL
5 ATTEND A COMMUNITY OR JUNIOR COLLEGE (TAKE ONE OR MORE COURSES) BUT NOT GET A CERTIFICATE OR A DEGREE

6 ATTEND A TWO-YEAR COMMUNITY OR JUNIOR COLLEGE COURSE (GET A CERTIFICATE, OR SOME DEGREE IN A PROGRAM THAT IS LESS THAN TWO YEARS)
7 COMPLETE A TWO-YEAR COMMUNITY OR JUNIOR COLLEGE COURSE (GET AN ASSOCIATE'S DEGREE)

8 ATTEND A FOUR-YEAR COLLEGE
9 GRADUATE FROM A FOUR-YEAR COLLEGE
10 ATTEND GRADUATE SCHOOL

11 DON'T KNOW

TAKE BACK CARD B

IF EXPECT TO ATTEND FOUR-YEAR COLLEGE OR GRADUATE SCHOOL, ASK:

14. Do you think that you or your parents can afford to pay for a full four-year college education?
1 YES
2 NO
3 NO OPINION/DON'T KNOW
→ SKIP TO Q. 19

15. Do you have a job lined up for after you leave school?

1 YES
2 NO
3 NO OPINION → SKIP TO Q. 18

IF "YES" ON Q. 15, ASK Q. 16 AND 17:

16. Is the job full-time or part-time?

1 FULL-TIME
2 PART-TIME
3 DON'T KNOW

17. How long do you reasonably expect to work at this kind of job? Would you say less than one year, 1-2 years, 3-5 years, or more than 5 years?

1 LESS THAN 1 YEAR
2 1-2 YEARS
3 3-5 YEARS
4 MORE THAN 5 YEARS → SKIP TO Q. 19
5 DON'T KNOW

18. Are you looking for a full-time job right now or not really looking for a full-time job now?

1 LOOKING
2 NOT LOOKING
3 NO OPINION

ASK EVERYONE

19. Which of the following phrases best describes how certain you are about the sort of job you have now or want when you are ready to start working on a full-time basis? (READ ANSWER CATEGORIES.)

1 I KNOW EXACTLY THE SORT OF JOB I WANT
2 I AM QUITE SURE OF THE SORT OF JOB I WANT
3 I AM NOT TOO SURE ABOUT THE SORT OF JOB I WANT
4 I AM NOT SURE AT ALL ABOUT THE SORT OF JOB I WANT
5 NO OPINION

HAND RESPONDENT CARD C

20. Some young men feel one way, some feel another about the kinds of things they think are important in the jobs they do or plan to do. I'm going to read you a series of statements which describe some aspect of a job, or the people you work with in a job. We would like you to tell us how important each of these aspects is to you in deciding what job you would like to have. To help you give us your opinion we'll use this Opinion Rater (SHOW RESPONDENT CARD C. POINT OUT THE "EXTREMELY IMPORTANT" TO "NOT IMPORTANT AT ALL" VALUES ON OPINION RATER). As you can see, there are five numbers -- each with a different label -- going from "Extremely Important" to "Not Important at All." Something which is extremely important to you, you would rate 5; something which is not at all important you would rate 1. You can rate any statement between 1 and 5 depending upon how important you feel this statement is to you personally.

	EXTREMELY IMPORTANT	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT TOO IMPORTANT	NOT IMPORTANT AT ALL	
Allows you to maintain your old friendships	5	4	3	2	1	
Doesn't involve just sitting at a desk	5	4	3	2	1	
Guaranteed employment	5	4	3	2	1	
Gives you a chance to work with engines and machines	5	4	3	2	1	
You would have direct responsibility for what you do	5	4	3	2	1	
Offers free education	5	4	3	2	1	0
A job in which you can serve your country	5	4	3	2	1	0
Involves talking with people	5	4	3	2	1	0
A job which has prestige	5	4	3	2	1	0
Gives some direction to your life if you don't have any	5	4	3	2	1	0
Provides an opportunity to do increasingly difficult things	5	4	3	2	1	0
Offers generous fringe benefits	5	4	3	2	1	0

TAKE BACK CARD C

21. Now, talking about jobs in general, after you finish school or when you next become employed on a full-time basis, what kind of job do you expect to have? (PROBE FOR SPECIFICS)

22. Will this be a supervisory or management job or a nonsupervisory job?

1 SUPERVISORY OR MANAGEMENT
2 NONSUPERVISORY
3 DON'T KNOW

23. Would you describe this job as technical or nontechnical?

1 TECHNICAL
2 NONTECHNICAL
3 DON'T KNOW

HAND RESPONDENT CARD D

24. Some young men discuss their job choices with different people. Which of the people listed on this card, if any, have you ever discussed your job or career plans with? (CIRCLE ALL THAT APPLY) (PROBE: Any others?)

1 FATHER
2 MOTHER
3 OTHER ADULT RELATIVES OR FRIENDS
4 TEACHER(S)
5 GUIDANCE COUNSELOR/SCHOOL COUNSELOR/PLACEMENT COUNSELOR
6 BROTHERS
7 SISTERS
8 MALE FRIENDS, MY AGE
9 GIRL FRIENDS
10 BOSS/EMPLOYER
11 COACHES
12 MINISTER/PRIEST/RABBI
13 OTHER (Specify)_____
14 DON'T KNOW

TAKE BACK CARD D

25. What are your immediate plans for after you leave this school? (IF TRAVEL OR VACATION MENTIONED ASK: What do you plan to do after that?) (CIRCLE AS MANY AS APPLY)

1 CONTINUE MY EDUCATION/TRAINING
2 GO TO WORK
3 JOIN THE ARMED SERVICES
4 GET MARRIED
5 DO SOMETHING ELSE (Specify)_____
6 DON'T KNOW

HAND RESPONDENT CARD E

26. Which phrase on this card best describes your overall attitude toward our Military Services in general?

1 VERY FAVORABLE
2 MOSTLY FAVORABLE
3 HALF AND HALF
4 MOSTLY UNFAVORABLE
5 VERY UNFAVORABLE
6 NO OPINION

TAKE BACK CARD E; HAND RESPONDENT CARD F

27. Looking at this card, how likely is it that you will enlist for Active Duty in the Military Services?

1 DEFINITELY ENLIST
2 PROBABLY ENLIST
3 PROBABLY NOT ENLIST
4 DEFINITELY NOT ENLIST
5 DON'T KNOW OR HAVEN'T THOUGHT ABOUT IT

→ SKIP TO Q. 29

TAKE BACK CARD F

IF "DEFINITELY" OR "PROBABLY WILL ENLIST" ON Q. 27, ASK:

28. When do you think you will do this -- within the next 6 months, 6 months to a year, or at some time in the future?

1 WITHIN NEXT 6 MONTHS
2 6 MONTHS TO A YEAR
3 SOME TIME IN THE FUTURE
4 NO OPINION

29. How likely is it that you would join the Military Service as an officer? Would you say . . . (READ ANSWER CATEGORIES)

1 DEFINITELY JOIN
2 PROBABLY JOIN
3 PROBABLY NOT JOIN
4 DEFINITELY NOT JOIN
5 DON'T KNOW OR HAVEN'T THOUGHT ABOUT IT

IF "DEFINITELY NOT" OR "PROBABLY NOT" JOIN OR ENLIST ON Q. 27 OR Q. 29, ASK:

30. What are your major reasons for not wanting to join the Military Service?

ASK EVERYONE

31. If you were to enter the Military Services, would you enter as an officer or an enlisted man?

1 OFFICER
2 ENLISTED MAN
3 NO PREFERENCE
4 DON'T KNOW

32. Do you know what the difference is between enlisted men and officers?

1 YES
2 NO
3 NO RESPONSE

33. If you were to join or enlist, which branch of the Active Service would you be most likely to enter?

1 ARMY
2 NAVY
3 AIR FORCE
4 MARINE CORPS
5 COAST GUARD
6 DON'T KNOW

34. If you couldn't get into this branch, what would be your second choice?

1 ARMY
2 NAVY
3 AIR FORCE
4 MARINE CORPS
5 COAST GUARD
6 NONE OF THE ABOVE, WOULD NOT ENLIST IF I COULDN'T GET IN FIRST CHOICE
7 DON'T KNOW

HAND RESPONDENT CARD G

35. Please look at this card and tell me for each of the reasons listed how important each is in your decision about entering military service -- would you say that (REPEAT FOR EACH REASON) is very important, somewhat important, or not important in your decision about military service?

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	DON'T KNOW
Career opportunities in the military look better than in civilian life	1	2	3	4
To become more mature and self-reliant	1	2	3	4
To learn a trade or skill that would be valuable in civilian life	1	2	3	4
For travel, excitement, and new experiences	1	2	3	4
To serve my country	1	2	3	4
I want to leave some personal problems behind me	1	2	3	4
I want an opportunity for advanced education and training	1	2	3	4
I want to qualify for the G.I. Bill	1	2	3	4
Pay and allowances	1	2	3	4
Benefits such as room and board, medical care, and training	1	2	3	4
I want my choice of branch of Service	1	2	3	4
The influence of parents, other relatives, or friends	1	2	3	4
To get a bonus for enlisting	1	2	3	4
Status and prestige of being an officer	1	2	3	4
Opportunity for special professional/ technical training	1	2	3	4
Opportunity to retire after 20 years of service with 50% of your base pay	1	2	3	4

TAKE BACK CARD G

INTERVIEWER: PLEASE READ TO RESPONDENT

Thus far we have asked you just about active military service. Now, we would like to ask you some questions about the Reserves or National Guard. Joining the Reserves or National Guard involves a short period of initial active duty for training -- about six months. After that, the training involves about one weekend a month, and two weeks in the summer for a period of six years.

For the initial training period, in addition to quarters, food, medical care, and other benefits, the trainee's pay ranges from $344 to $383 per month. For training one weekend per month, the starting pay is about $50. For the two weeks of training each summer, an enlisted man initially receives about $180.

HAND RESPONDENT CARD H

36. Please look at this card and tell me how likely it is that you would join the Reserves or the National Guard?

1 DEFINITELY JOIN THE RESERVES OR THE NATIONAL GUARD
2 PROBABLY JOIN THE RESERVES OR THE NATIONAL GUARD
3 PROBABLY NOT JOIN THE RESERVES OR THE NATIONAL GUARD
4 DEFINITELY NOT JOIN THE RESERVES OR THE NATIONAL GUARD
5 DON'T KNOW OR HAVEN'T THOUGHT AT ALL ABOUT THIS

SKIP TO Q. 38

IF "DEFINITELY" OR "PROBABLY WILL JOIN" ON Q. 36, ASK:

37. When do you think you will do this -- within the next 6 months, 6 months to a year, or at some time in the future?

1 WITHIN NEXT 6 MONTHS
2 6 MONTHS TO A YEAR
3 FUTURE TIME
4 DON'T KNOW

TAKE BACK CARD H

ASK EVERYONE

38. If you were to join the Reserves, what branch of Service would you join? (CIRCLE ONE NUMBER)

1 ARMY NATIONAL GUARD
2 ARMY RESERVE
3 NAVAL RESERVE
4 AIR FORCE NATIONAL GUARD
5 AIR FORCE RESERVE
6 MARINE CORPS RESERVE
7 COAST GUARD RESERVE
8 NO PREFERENCE
9 DON'T KNOW

HAND RESPONDENT CARD I

39. Please look at this card and tell me for each of the reasons listed how important each is in your decision about joining the Reserves -- would you say that (REPEAT FOR EACH REASON) is very important, somewhat important, or not important in your decision about joining the Reserves?

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	DON'T KNOW
Training in skills that could be used in civilian life	1	2	3	4
Opportunity for advancement in the Reserves	1	2	3	4
Educational benefits	1	2	3	4
Association with friends	1	2	3	4
Patriotic duty	1	2	3	4
An opportunity to work with equipment found only in the military -- ships, planes, guns, etc.	1	2	3	4
Supplement income	1	2	3	4
A chance to get away from home for 2 weeks each year	1	2	3	4

TAKE BACK CARD I

40. Could you work overtime or get a part-time civilian job that paid you as much for week-end work as you could get for the same time spent in monthly Reserve meetings (about $50-$70)?

1 YES
2 NO
3 DON'T KNOW

41. If you had to choose between the Active Force and the Reserve or National Guard, would you enlist in the Active Force or join the Reserve or National Guard?

1 ACTIVE FORCE
2 RESERVE/NATIONAL GUARD
3 NO PREFERENCE

42. Based on what you now know about the Military Service, do you think a job in the active Military Service would be more attractive or less attractive than a civilian job?

1 MORE ATTRACTIVE
2 SAME
3 LESS ATTRACTIVE
4 WOULD DEPEND (Explain) _____
5 NO OPINION

HAND RESPONDENT CARD J

43. Listed on this card are several possible incentives which might influence a person's attitude about the Military Service. Assume the Navy offered each incentive. Tell me if the incentive makes you think more favorably toward joining the Navy, less favorably toward joining the Navy, or doesn't it make any difference?

	MORE FAVORABLE	LESS FAVORABLE	NO DIFFERENCE/ SAME
After active duty the Navy helps you get started in a civilian job	1	2	3
After active duty the Navy pays you $270 a month for up to 4 years of education at the school of your choice	1	2	3
After 3 years of active duty you become a member of a Naval Reserve unit in your home town area for 3 years	1	2	3
A bonus of up to $2,000 for joining the Navy with some skill that is in short supply (for example, communications technicians)	1	2	3
Promotions and pay based on ability, regardless of race, creed, or religion	1	2	3
An option to get out of the Navy after 6 months if you are not satisfied, with no strings attached	1	2	3
Serving abroad on board a ship	1	2	3

TAKE BACK CARD J

44. Listed on these cards are several current programs which might interest a person in joining the Navy. HAND RESPONDENT CARD K THROUGH Q IN SEQUENCE.

To what degree does Program (K-Q) interest you: very much, somewhat, or not at all? (REPEAT FOR EACH PROGRAM CARD)

	VERY MUCH	SOMEWHAT	NOT AT ALL	NO OPINION
Program K	1	2	3	4
Program L	1	2	3	4
Program M	1	2	3	4
Program N	1	2	3	4
Program O	1	2	3	4
Program P	1	2	3	4
Program Q	1	2	3	4

TAKE BACK PROGRAM CARDS K-Q

45. Now, based on what you know about the Military Service, do you still think a job in the active Military Service is more attractive or less attractive than a civilian job?

1 MORE ATTRACTIVE
2 SAME
3 LESS ATTRACTIVE
4 OTHER (Specify)_____
5 NO OPINION

46. Suppose you wanted some information about the Navy, would you prefer to talk to a Navy Recruiter or to read Navy recruiting literature?

1 TALK TO A NAVY RECRUITER
2 READ NAVY LITERATURE
3 OTHER (Specify)_____
4 NO OPINION

47. Would you prefer to talk to the recruiter at the school, at a recruiting office, in your own home, or in the dormitory?

1 TALK TO AT SCHOOL
2 TALK TO AT THE RECRUITING OFFICE
3 TALK TO IN MY OWN HOME
4 TALK TO IN MY DORM
5 OTHER (Specify)_____
6 NO PREFERENCE
7 DON'T KNOW

48. Should the recruiter be an officer or an enlisted man?

1 SHOULD BE AN OFFICER
2 SHOULD BE AN ENLISTED MAN
3 NO PREFERENCE
4 BOTH (Explain)_____
5 DON'T KNOW

HAND RESPONDENT CARD R

49. Which of these magazines have you either read or looked into during the past 6 months?

1 GENERAL INTEREST MAGAZINES (READER'S DIGEST, ETC.)
2 GENERAL SCIENCE & MECHANICS MAGAZINES
3 GENERAL SPORTS MAGAZINES
4 WEEKLY NEWS MAGAZINES (TIME; U.S. NEWS & WORLD REPORT; NEWSWEEK)
5 BUSINESS MAGAZINES (FORTUNE, BUSINESS WEEK, ETC.)
6 FARMING/AGRICULTURE MAGAZINES
7 CAR & MOTORCYCLE MAGAZINES
8 FLYING & AIRCRAFT MAGAZINES
9 HUNTING & FISHING MAGAZINES
10 STEREO & RECORD MAGAZINES
11 BLACK-ORIENTED MAGAZINES (EBONY, ENCORE, JET, BLACK SPORTS, ETC.)
12 MALE-ORIENTED MAGAZINES (PLAYBOY, ETC.)
13 NONE OF THE ABOVE
14 DON'T KNOW

TAKE BACK CARD R

50. Does this school have a newspaper?

1 YES
2 NO
3 DON'T KNOW → SKIP TO Q. 52

51. Do you read the school newspaper?

1 YES
2 NO

52. Do you read other newspapers?

1 YES
2 NO
3 REFUSED → SKIP TO Q. 54

53. How often do you read a daily newspaper? How many times a week?

1 EVERY DAY
2 5 - 6 TIMES A WEEK
3 3 - 4 TIMES A WEEK
4 1 - 2 TIMES A WEEK
5 DON'T READ ANY DAILY NEWSPAPERS

54. About how many days in a week do you watch television?

1 SEVEN
2 SIX
3 FIVE
4 FOUR
5 THREE
6 TWO
7 ONE
8 DON'T WATCH → SKIP TO Q. 57
9 DON'T KNOW → SKIP TO Q. 57

55. What times during the day do you usually watch TV on a weekday -- Monday through Friday?

1 MORNING (6:00 a.m. - 11:00 a.m.)
2 AROUND NOONTIME (11:00 a.m. - 1:00 p.m.)
3 AFTERNOON (1:00 p.m. - 5:00 p.m.)
4 EARLY EVENING (5:00 p.m. - 7:30 p.m.)
5 LATE EVENING (7:30 p.m. - 11:00 p.m.)
6 NIGHT TIME (11:00 p.m. - 6:00 a.m.)
7 NO OPINION

56. What times during the day do you usually watch TV on a weekend day (Saturday or Sunday)?

1 MORNING (6:00 a.m. - 11:00 a.m.)
2 AROUND NOONTIME (11:00 a.m. - 1:00 p.m.)
3 AFTERNOON (1:00 p.m. - 5:00 p.m.)
4 EARLY EVENING (5:00 p.m. - 7:30 p.m.)
5 LATE EVENING (7:30 p.m. - 11:00 p.m.)
6 NIGHT TIME (11:00 p.m. - 6:00 a.m.)
7 NO OPINION

57. About how many days in a week do you listen to the radio?

1 SEVEN
2 SIX
3 FIVE
4 FOUR
5 THREE
6 TWO
7 ONE
8 DON'T LISTEN → SKIP TO Q. 60
9 DON'T KNOW → SKIP TO Q. 60

58. What times during the day do you usually listen to a radio on a weekday -- Monday through Friday?

1 MORNING (6:00 a.m. - 11:00 a.m.)
2 AROUND NOONTIME (11:00 a.m. - 1:00 p.m.)
3 AFTERNOON (1:00 p.m. - 5:00 p.m.)
4 EARLY EVENING (5:00 p.m. - 7:30 p.m.)
5 LATE EVENING (7:30 p.m. - 11:00 p.m.)
6 NIGHT TIME (11:00 p.m. - 6:00 a.m.)
7 NO OPINION

59. What times during the day do you usually listen to a radio on a weekend day -- Saturday or Sunday?

1 MORNING (6:00 a.m. - 11:00 a.m.)
2 AROUND NOONTIME (11:00 a.m. - 1:00 p.m.)
3 AFTERNOON (1:00 p.m. - 5:00 p.m.)
4 EARLY EVENING (5:00 p.m. - 7:30 p.m.)
5 LATE EVENING (7:30 p.m. - 11:00 p.m.)
6 NIGHT TIME (11:00 p.m. - 6:00 a.m.)
7 NO OPINION

HAND RESPONDENT CARD S

60. Which of these have exposed you to military recruiting information?

1 DIRECT MAIL/POSTCARD
2 OTHER RECRUITING LITERATURE
3 POSTERS
4 BILLBOARDS
5 RADIO
6 MAGAZINES
7 TELEVISION
8 NEWSPAPERS
9 RECRUITER IN PERSON
10 RECRUITER BY TELEPHONE
11 OTHER (Specify) _____
12 DON'T KNOW

TAKE BACK CARD S

61. Were you yourself ever contacted with regard to a possible enlistment by any of the Military Services, in any manner -- whether directly by them through either a mail, phone or personal contact or through your school or guidance counselor?

1 YES, I WAS CONTACTED
2 NO, I WAS NOT CONTACTED → SKIP TO Q. 63
3 DON'T KNOW → SKIP TO Q. 63

62. Were you ever contacted by a Navy recruiter?

1 YES, I WAS CONTACTED
2 NO, I WAS NOT CONTACTED → SKIP TO Q. 63
3 DON'T KNOW → SKIP TO Q. 63

62a. When did you last talk to a Navy recruiter?

1 IN THE LAST MONTH
2 2-3 MONTHS AGO
3 4-6 MONTHS AGO
4 7-11 MONTHS AGO
5 OVER 1 YEAR AGO
6 DON'T REMEMBER HOW LONG AGO

Now some final questions about yourself and your family.

63. Are you currently single or married?

1 SINGLE
2 MARRIED
3 OTHER

64. How many dependents do you have?

_____
NUMBER

65. Other than summer jobs, have you ever had a full-time job?

1 YES
2 NO
3 NO OPINION

66a. Do you have a job at the present time? If so, is it a part-time or a full-time job?

1 NOT EMPLOYED → SKIP TO Q. 69
2 FULL-TIME
3 PART-TIME → SKIP TO Q. 67
4 NO OPINION

IF RESPONDENT WORKS FULL-TIME, HAND RESPONDENT CARD T, ASK:

66b. Would you please tell me in which group your annual income falls?

1 $2,999 OR UNDER
2 $3,000 - $4,999
3 $5,000 - $6,999
4 $7,000 - $8,999
5 $9,000 - $10,999
6 $11,000 - $12,999
7 $13,000 - $14,999
8 $15,000 OR OVER
9 REFUSED

TAKE BACK CARD T

67. What is your present occupation? (PROBE FOR SPECIFICS: e.g., What kind of work is that?)

68. Is the job in the same field you are now studying for?

1 YES
2 NO
3 NO OPINION

69. Who is the chief wage earner in your parents family -- your father, mother, or someone else?

1 FATHER
2 MOTHER
3 SOMEONE ELSE
4 SELF

70. What is his(her) occupation? (PROBE FOR SPECIFICS: e.g., What kind of work is that?)

HAND RESPONDENT CARD U

71. For statistical purposes we need to know your total annual family income in 1974 before taxes. Please include the income of the chief wage earner and anyone else living at home who is working except yourself.

1 LESS THAN $7,000
2 $7,000 - $9,999
3 $10,000 - $14,999
4 $15,000 - $19,999
5 $20,000 OR MORE
6 REFUSED

TAKE BACK CARD U; HAND RESPONDENT CARD V

72. About how much does it cost you to attend this college for a year? Please include costs of tuition, books, room, food, and other expenses like transportation, social activities, etc.

1 LESS THAN $1,000
2 $1,000-$1,499
3 $1,500-$1,999
4 $2,000-$2,499
5 $2,500-$2,999
6 $3,000-$3,499
7 $3,500 OR MORE
8 REFUSED

TAKE BACK CARD V

73. Are there dormitory facilities at this school?

1 YES
2 NO → SKIP TO Q. 75
3 DON'T KNOW → SKIP TO Q. 75

74. Do you live here at school, or do you live away from school? (IF AWAY FROM SCHOOL PROBE FOR ANSWER #2 OR 3)

1 LIVE AT SCHOOL → SKIP TO Q. 76
2 LIVE AT HOME
3 LIVE AWAY FROM HOME
4 REFUSED

75. How many miles away from the school do you live?

_____ MILES
0 DON'T KNOW

76. Are you a resident of this area?

1 YES
2 NO
3 REFUSED

77. Did you attend a high school in this immediate area?

1 YES
2 NO
3 REFUSED

78. Did your father ever serve in the Military Services? (IF YES PROBE FOR ANSWER #2 OR 3)

1 NO
2 YES, HE SERVED, BUT IS NOT SERVING NOW
3 YES, AND HE IS STILL SERVING RIGHT NOW
4 DON'T KNOW

79. Do you have any brothers who are now or have been in the service?

1 YES
2 NO
3 DON'T KNOW

80. As you may know, the questions I just asked you are being asked of hundreds of young men your age throughout the country. In order to determine whether or not the answers we've obtained from all those interviewed are actually representative of a true cross section of people your age, I'd like to ask you to complete a very short verbal exercise.

This exercise contains only thirteen words and will only take you a few minutes to complete. (HAND RESPONDENT BLUE TEST FORM)

The instructions are simple. For each of the thirteen words, there are five words that follow it. All you have to do is tell me the <u>one</u> word that most nearly means the same as the problem word.

For example, in the sample question, the problem word is "Apple." You are to choose the answer that comes closest to meaning the same as Apple."

APPLE:
1) ball 2) winter 3) house 4) fruit 5) blue

The correct answer, of course, is fruit -- answer "4." Therefore, you will simply <u>circle</u> the word "fruit."

<u>INTERVIEWER:</u>	TURN TO SELF-ADMINISTERED BLUE TEST FORM. HAND RESPONDENT FORM TO BE COMPLETED.

SAMPLE QUESTION: APPLE: 1) ball 2) winter 3) house 4) fruit 5) blue

On the card are the thirteen problem words. For each one, ~~tell me~~ circle the one word that most nearly means the same as the problem word.

A.	HUSKY								
	1	rich	2	greedy	3	cheerful	4	burly	5 thin
B.	ACCURATE								
	1	active	2	watch	3	correctable	4	precise	5 wrong
C.	IMPOSE								
	1	inflict	2	attempt	3	hurt	4	destroy	5 take away
D.	ATTEMPT								
	1	favor	2	lure	3	condemn	4	imagine	5 undertake
E.	INTRICATE								
	1	within	2	nasty	3	complicated	4	amazing	5 unbelievable
F.	TORSO								
	1	trunk	2	statue	3	loin	4	limb	5 throw
G.	FUTILE								
	1	wealthy	2	useless	3	dense	4	difficulty	5 defeat
H.	NOVICE								
	1	beginner	2	pointed	3	common	4	professional	5 odd
I.	LUDICROUS								
	1	ridiculous	2	straight	3	agile	4	slow	5 ideal
J.	INDETERMINATE								
	1	known	2	easily beaten	3	obnoxious	4	vague	5 bored
K.	CONCUR								
	1	agree	2	oppose	3	discuss	4	consult	5 issue
L.	ANALOGOUS								
	1	similar	2	illogical	3	yearly	4	absurd	5 occasionally
M.	DENOTATIVE								
	1	actual	2	sly	3	inventive	4	habitual	5 unknown

81. On the average, how often do you pass (this way)? Would you say . . .

1 SEVERAL TIMES EACH DAY
2 AT LEAST ONCE A DAY
3 5 TO 6 TIMES A WEEK
4 3 TO 4 TIMES A WEEK
5 ONCE OR TWICE A WEEK
6 OTHER (Specify) _____
7 DON'T KNOW

82. When you passed this way, what is usually your main destination?

1 CLASSES
2 LIVING QUARTERS
3 STUDENT ACTIVITIES/RECREATION
4 LIBRARY/STUDY HALLS
5 OTHER (Specify) _____
6 DON'T KNOW

BE SURE TO FILL IN CITY, COUNTY & STATE

83. Respondent's Name _____ Telephone # ( )

Present Address _____

City _____ County _____ State _____

Permanent Address where respondent can be reached if not present address:

_____

City _____ County _____ State _____

TO BE FILLED IN BY INTERVIEWER FROM OBSERVATION ONLY

84. RACE OF RESPONDENT: White _____ Black _____ Other _____

Interviewer's Name _____

Date _____ Day of Week _____ Time Interview Started _____

Name of School _____ Time Interview Ended _____

Location _____ Length of Interview _____ (Min.)

SUPERVISOR TO FILL IN THIS SECTION:

Interviewer verified on (DATE) _____ Question #'s ___ ___ ___ ___ check

APPENDIX B

SAMPLING DETAILS

SAMPLING DETAILS

(1) Six (6) samples of community and junior colleges were drawn from a 1973 list of schools (Source: 1974 AACJC Directory).

(2) Each sample included twenty (20) schools.

(3) Schools were deleted from consideration only if:

(a) they had exclusively female enrollment; or

(b) they were not located in the continental U.S.A.; or

(c) they were located in Washington, D.C.

(4) A systematic random sampling was employed, taking every "x^{th}" school based on cumulative total enrollments.

(5) A total of three (3) of the six (6) samples were then selected which:

(a) represented each Navy Recruiting Area (at least one school per area); and further

(b) represented total enrollment in each Navy Recruiting Area to within an average of three percent (3%) or less, when an assumed interview quota of N=40 interviews was applied per school to generate the eight hundred (800) total interview quota.

(6) Further evaluation of the three (3) preferred samples revealed that:

(a) each sample included schools which represent each of the six (6) states with the largest enrollments in junior colleges (California, Texas, Florida, Michigan, Illinois, and New York);

(b) each sample included predominately schools with both college transfer and occupational programs (85% or more), closely corresponding to the population rate of 82% (based on 1974 AACJC data).

(7) Sample #3 was selected as the best of the three (3) samples, since it had the closest correspondence to the population in terms of enrollment by Navy Recruiting Area. Samples #1 and #6 were chosen as alternates. A school from an alternate sample would have been selected if a school from the original sample had refused to participate. For example, if school #5 in the original sample (#3) had refused to participate, then school #5 in an alternative sample would have been used as the replacement.

(8) Since each of the 20 colleges in Sample #3 agreed to participate in the survey, the alternative samples were not employed.

APPENDIX C

SAMPLE REPRESENTATIVENESS

SAMPLE REPRESENTATIVENESS

The representativeness of the survey sample of students was evaluated by a comparison of its geographic distribution with the geographic distribution of community and junior college students in total. The results appear below:

SAMPLE ENROLLMENT CONFORMANCE TO POPULATION DATA

NAVY RECRUITING AREA	TOTAL POPULATION ENROLLMENT[a] %	SAMPLE SURVEY ENROLLMENT[b] (N)	(%)	
1	15.3	119	14.8	
3	11.5	125	15.5	
4	7.0	40	5.0	$X^2 = 29.75$ $p < .001$
5	16.0	160	19.8	
6	5.0	41	5.1	
7	6.6	40	5.0	
8	38.6	282	34.9	
TOTAL	100.0	807	100.0	

a Based on 1973 data from the Office of Education, DHEW, analyzed by the Navy Recruiting Command.
b Based on the actual distribution of completed survey interviews.

There was a statistically significant difference ($p < .001$) between the sample and population distributions. However, for practical purposes the distribution of responses from the present sample survey generally conforms to the distribution of enrollment in the population. The largest difference occurs in Navy Recruiting Area #3, 4.0%. The smallest difference occurs in Navy Recruiting Area #6, 0.1%.

The previous comparison must be considered suggestive at best. The total population enrollment data include both male and female students, while the sample includes only male students (further restricted with respect to age and prior military service). Further, the population enrollment was estimated from the USOE data base of colleges, while the survey sample was drawn from a population frame which consisted of the 1973 AACJC list of colleges.

APPENDIX D

TOLERANCE LIMITS ON THE RESULTS

TOLERANCE LIMITS ON THE RESULTS

Each percentage in this report is an estimate of a true value for the junior college population. As such, each percentage has an associated range for its probable true value. For each question, there is a tolerance limit of plus or minus X% associated with the results reported for the total sample, or for any demographic subgroup of the sample (e.g., the percent response to an item by 17-19 year olds only).

The range for each reported value can be computed, given an established confidence desired in the estimate. A customary procedure is to require that the tolerance (or error) limit specified in each case not be exceeded in 95 out of 100 samples (i.e., if the survey were--hypothetically--performed on 100 different samples of the same population at the same time, the range of survey results for these samples would fall within that stated error range for 95 out of the 100 samples; only in five samples would results be outside the expected range).

Given this requirement, the following formula may be applied to determine the tolerance limit for any finding:

$$1.96\sqrt{\frac{pq}{N}} = X\%$$

Where p = percent responding "for" the item;

q = percent responding "against" the item;

N = sample size (unweighted);

X% = the tolerance limit, or error limit, expressed as $\pm$ X%.

Tolerance limits depend on the size of the sample and on the particular percents "for" or "against." To assist the reader, this formula has been applied to several key response "splits," for each of the major demographic variables presented in the report. These variables are (a) age, (b) race, (c) education, (d) program emphasis (college, occupational), and (e) mental ability, (f) family income, (g) Navy recruiter contact,

(h) employment status, and (i) enlistment potential. The key splits are 50-50 (i.e., 50%/50%), 25%/75%, and 5%/95%. For a quick (conservative) estimate of error limits, the reader may apply the stated tolerance limit value associated with the next largest split to the actual results for the relevant subgroup as presented in the report. Thus, if 32% of 17-19 year olds reply to a question in some manner, the tolerance limits on this value are approximately plus or minus 5%, using the value for the 50%/50% split as shown in the following table.[1/]

The precision of estimates of percentages varies, depending on (a) the degree of aggregation used in producing the percentage (i.e., the number of cases), and (b) the degree to which the percentage differs from 50%. Given a 95% level of confidence, the error limits for the total sample (N=807) are relatively small, e.g., ± 2% or 3%. However, the error limits are rather large for some demographic segments, e.g., non-whites (± 4% to 10%), students with over 15 years of education (± 5% to 12%), students 22 to 24 years of age (± 4% to 9%), as well as students enrolled in both college transfer and occupational courses, or in other courses.

It should be noted that error limit values prescribe absolute limits, not relative limits. Thus, if the reported rate for a demographic subgroup is 40%, and the tolerance limit is 5%, the reader may infer that in the population the "true value" lies between 35% and 45% (40% ± 5%) with 95% confidence.

These error limits should be kept in mind when interpreting the results presented in this report.

1/ The actual error limit value for a 32% response for this 17-19 year subgroup would be ± 4.6%, using the formula shown, as opposed to ± 4.9% (5%) for a 50% response as given in the table.

TOLERANCE LIMITS FOR PRESCRIBED SPLITS OF THE DATA

(in percent)

	Assumed Splits of the Data			
	50%/50%	25%/75%	5%/95%	Sample Size
Total Sample	3	3	2	807
Age				
17-19 years	5	4	2	398
20-21 years	6	5	3	291
22-24 years	9	8	4	118
				807
Race				
White	4	3	2	675
Nonwhite	10	8	4	106
Not Reported	NA	NA	NA	26[a]
				807
Education				
12 years or less	6	5	3	302
13 years	6	5	3	268
14 years	8	6	3	169
15 years or more	12	11	5	65
Refused	NA	NA	NA	3[a]
				807
Program Emphasis				
College transfer	5	4	2	457
Occupational	8	7	3	160
Both	12	10	5	69
Other	11	10	5	77
Don't know	NA	NA	NA	44[a]
				807
Mental Ability				
Top 26%	7	6	3	210
Next 28%	7	6	3	227
Next 27%	7	6	3	218
Bottom 19%	8	7	5	152
				807

(Continued)

[a]Results for these groups are not reported, due to the small sample size and large error limits.

TOLERANCE LIMITS FOR PRESCRIBED SPLITS OF THE DATA

(in percent)

(Continued)

	Assumed Splits of the Data			
	50%/50%	25%/75%	5%/95%	Sample Size
Total Sample	3	3	2	807
Family Income				
$20,000 or more	7	6	3	211
$15,000-$19,999	8	7	4	144
$10,000-$14,999	8	7	3	166
Less than $10,000	8	7	4	148
Refused	NA	NA	NA	138[a]
				807
Navy Contact				
Any	6	5	3	252
None	6	5	2	301
Don't Know	6	5	3	254
				807
Employment Status				
Full-time	12	10	5	67
Part-time	5	4	2	399
Not Employed	5	5	2	341
				807
Enlistment Potential				
Plan to Join	11	9	5	83
Probably not Join	6	5	3	274
Definitely not Join	5	5	2	339
Don't Know	9	8	4	111
				807

[a]Results for this group are not reported.

APPENDIX E

PROJECTED RECRUITMENT MARKET IN JUNIOR COLLEGES

PROJECTED RECRUITMENT MARKET IN JUNIOR COLLEGES

The community and junior colleges enroll male youth in a wide age range (Census data exist for persons from 14 through 34 years of age). To estimate a base for male military recruitment, a subset of males 18 through 24 years only was selected from the above 14 through 34 years age range.

TWO-YEAR MALE COLLEGE ENROLLMENT: DEGREE PROGRAM ENROLEES ONLY, AGED 18-24 YEARS[1/]

	October 1973 Data	
Age Category	Number	Percent
18-19 years	386,000	53.2
20-21 years	166,000	22.9
22-24 years	174,000	24.0
	726,000	100.1%

The 18 through 24 year-old age range includes 71.7% of all male youth enrolled in two-year colleges at the time the data were collected.[2/] Applying this factor (71.7%) to the most recent projection of total male junior college enrollment (1,628,000)[3/] yields an estimated 1,168,000 enrolled male youth in the age range of 18 through 24 years, as of 1974.

1/ Population Characteristics: Social and Economic Characteristics of Students, October 1973, U.S. Department of Commerce, Bureau of the Census, Series P-20, No. 272, November 1974, p. 63.

2/ Ibid.

3/ USOE estimate for 1974. This figure includes all male enrollees, those in degree programs plus those in non-degree programs. This accounts for the large size of the number of male enrollees.

Extrapolating from the initial data, there are approximately 14% of the enrollees in each of the 7 age cohorts, from 18 through 24 years of age. Using the assumed value of 1,168,000 total male enrollees means that there are approximately 160,000 male youth per age cohort in this population. If we assume 2,131,000 total male youth per age cohort group, then 7.5% of each "male youth" age cohort group are enrolled in a community or junior college.

The present survey estimates that some 10% of these male junior college youth might enlist (Section III. B). Applying this rate would yield an estimated annual enlistment pool of approximately 16,000 men. This number would be increased if the additional percentages of youth interested in joining the officer force and/or the Reserve were considered.

GLOSSARY

AA -- Associate of Arts degree.

AACJC -- American Association of Community and Junior Colleges.

AAT -- Academic Ability Test.

Academic Program -- See "College Transfer Program."

ACE -- American Council on Education.

ACT -- American College Testing.

AEF -- Advanced Electronics Field.

ASVAB -- Armed Services Vocational Aptitude Battery.

BTB -- Basic Test Battery, an aptitude test battery used by the Navy in recruit selection and assignment.

College (University, Four-Year College, Senior College, Higher Level Institution -- An institution of higher education which has legal control of a school or school system.[1/]

College Transfer Program (Academic Program) -- A program of studies, at the post-secondary instructional level, designed primarily to yield credits which are normally acceptable by four-year colleges and universities at full (or virtually full) value toward a bachelor's degree.[2/]

Community College -- See "Junior College."

CQT -- College Qualifications Test.

DPPO -- Direct Procurement Petty Officer.

Four-Year College -- See "College."

Full-time Student -- A student is considered full-time if he carries more than 12 hours of coursework under a quarter system, or more than 9 hours under a semester system.

1/ John F. Putnam and W. Dale Chismore, Standard Terminology for Curriculum and Instruction in Local and State School Systems, U.S. Department of Health, Education and Welfare, Washington, D.C., 1970, p. 63.

2/ Ibid., p. 62.

Gilbert Studies -- See "Gilbert Survey."

Gilbert Survey (Gilbert Studies, Gilbert Youth Attitude Survey) -- A periodic (6 month) survey of male, civilian youth, 16-21 years of age. These surveys were conducted by Gilbert Youth Research, Inc., New York, from 1971 through 1974.

Gilbert Youth Attitude Survey -- See "Gilbert Survey."

Higher-level Institution -- See "College."

Junior College (Community College, Two-Year College) -- An institution of higher education which usually offers the first 2 years of college instruction, frequently grants an associate degree, and does not grant a bachelor's degree. It is either an independently organized institution (public or nonpublic) or an institution which is part of a public school system or an independently organized system of junior colleges. Offerings include college transfer courses and programs; and/or vocational, technical, and semiprofessional occupational programs or general education programs at the post-secondary instructional level; and may also include continuing education for adults as well as other community services. 1/

Junior College Enrollee -- See "Junior College Student."

Junior College Student (Junior College Enrollee) -- A person who is enrolled in a Junior College.

NF -- Nuclear Field.

NPS -- Non-Prior Service, no prior military service.

NRC -- Navy Recruiting Command.

NROTC -- Naval Reserve Officer Training Corps.

Occupational Program (Terminal Occupational Program, Vocational Program) -- A secondary school, junior college, or adult education program of studies designed primarily to prepare pupils for immediate employment or upgrading in an occupation or cluster of occupations. 2/

1/ Op. Cit., p. 61.

2/ Op. Cit., p. 62.

ONR -- Office of Naval Research.

ORC -- Opinion Research Corporation.

Part-time Student -- A student is considered part-time if he carries less than 12 hours of coursework under a quarter system, or less than 9 hours under a semester system.

Senior College -- See "College."

SCOPE -- School to College: Opportunities for Post-Secondary Education. A six-year study funded by the Center for Research and Development in Higher Education at Berkeley and the College Entrance Examination Board to determine how, when, and why students make decisions about college.

Terminal Occupational Program -- See "Occupational Program."

Two-Year College -- See "Junior College."

University -- See "College."

URL -- Unrestricted Line Officer.

USOE -- United States Office of Education.

Vocational Program -- See "Occupational Program."

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